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ABSTRACT

These lesson plans for the adult learner result from two regional UNESCO workshops held in Indonesia in 1989 and Pakistan in 1991. Prototypes of exemplar instructional materials for primary education, literacy and continuing education programs were developed and tested during the workshops. The lessons focus on the need to introduce population education core messages in the Asia-Pacific Programme of Education for All (APPEAL). This volume is the third in a series of three to result from the workshops. Part 1, "Exemplar Teaching/Learning Materials from Indonesia," contains two sections. Section 1, entitled "Materials for Semi-Literates," offers the following lessons: (1) "Education Brings Light into a Woman's Life"; (2) "Education: Key to Women's Welfare"; (3) "Educated Mother: Better Quality of Life"; (4) "Women and Education"; (5) "Is There Enough Water for Everyone?"; (6) "Safe Water"; (7) "Together We Stand"; and (8) "Let's Organise Women's Groups for a Happier Community." Section 2, "Materials for Post-Literacy and Continuing Education," contains the following: (1) "Ensuring Health Care for Mother and Child"; (2) "Mother and Child Care for a Happy Family"; (3) "Card Game on Mother and Child Health Care"; (4) "Story of Tuti"; and (5) "Marry at the Right Age." Part 2, "Exemplar Teaching/Learning Materials from Pakistan," contains: (1) "Re-Oriented Population-related Social Values"; (2) Evaluation Instrument"; and (3) "Fatima--A Brave Girl." Pictures illustrate the lessons throughout the book. (EH)

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Integration of Population Education in APPEAL

Volume Three
Population Education in Literacy and Continuing Education

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Population Education Programme Service
UNESCO PROAP
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PART ONE

*Exemplar Teaching/ Learning Materials**

One of the objectives of the Workshop was to develop prototype materials illustrative of the integration of population core messages in primary and literacy programmes. A secondary objective was to provide the participants an opportunity to learn new skills in the integration of population education concepts and the development of curriculum materials catering to the needs of target audiences. The participants were divided into two groups: Group A was focused on primary education, while Group B dealt with non-formal education, particularly, literacy programmes. This report is mainly focused on the experiences and accomplishments of Group B.

Description of the Villages Visited

To familiarise the participants with the socio-demographic, cultural and economic characteristics of the villages to be surveyed, Group B was further sub-divided into two. Both sub-groups worked with learning groups in two villages, in Mekar Sari and Mekar Harapan for the first sub-group, and Sinar Bakti and Sari Harapan for the second sub-group.

The villages of Sinar Bakti and Sari Harapan are located in the interior eastern side of the district of Lembang and are accessible to transportation. The houses in the villages are small and close to one another. However, the houses are clean. Some households have their own toilets, while others use public toilets. One toilet is shared by 10 families. There are also those who go to the creek at night to relieve themselves. Water supply is taken from open wells and mountain springs. Water is boiled for drinking.

Services/facilities available to the villagers include electricity, a primary school, a health centre, a family planning clinic, and agricultural extension. Non-formal education and vocational training programmes are also available.

***Indonesia**

The average family size within the village is two. The women feel that by having a small family, they could have more time for enjoyment and for working in the fields. There will also be less strain on their incomes.

There seems to be no discrimination in sending boys and girls to school. Generally the villagers and their children are healthy and are dressed in clean clothes, mostly in western style.

Most of the women in the village use family planning methods. Injectibles and oral pills are popular. IUD is not generally favoured.

The majority of the men in the villages are either farm workers or are employed in the Seed Production Centre run by the Government. Only a few have their own farms. The women also work as seasonal farm workers. In Mekar Harapan, facilities like free housing, free tap water, and subsidized electricity are provided. They are also given a monthly rice supply of 10 kilos per person. These are limited to husband, wife and their three children. The villagers in Mekar Harapan seem to be self-contained since the Seed Production Centre looks after the needs of the workers.

Sinar Bakti and Sinar Harapan are typical rural villages. Sinar Bakti is along the national highway and is very accessible . Sari Harapan is less so because it is far from the highway. The road leading to it is steep and in bad condition. The houses in the two villages are built of cement and adobe. They are so close to each other, leaving little open space for front/back yards. This makes the villages look congested. Dogs, chickens, and goats roam around freely.

Generally, the primary source of income of these villages is farming. The major crops grown are tomatoes, corn and a variety of vegetables. Some villagers are also engaged in small scale poultry raising and animal husbandry.

The source of water supply is the mountain spring from where water is piped to the village, flowing freely into an open, cemented container. It is from here that the villagers obtain water for their household use.

The villagers also enjoy the convenience of electricity supply, public transport, a school, a health centre, and so on. Only a few families have private toilets. The majority use the public toilets, while some go to the creek to relieve themselves.

Water is boiled for drinking.

Since the chief occupation in the villages is farming, the majority of the men are farm workers. The women also help in the farms.

Most of the women have a knowledge of family planning and practise it. The most commonly used methods are injectibles and pills.

The literacy rate among the men is quite high; almost all have finished primary educations. A low literacy rate among women was noted; most attend the learning centres.

The average number of children is two, while the average age at marriage is from 16 to 19 for females, and 20 to 25 for males. There seems to be no discrimination regarding sending male and female children to school.

Survey of the Village Target

Sampling. Due to time constraint, the group interviewed 24 semi-literate respondents who were available at the time of survey. An equal number of male and female respondents was interviewed.

Preparation of instruments. After inspecting the village and holding informal interviews with some of the heads/members of households, an interview schedule, consisting of six headings/topics, was prepared. The interviews were carried out to gather baseline data on the characteristics, needs and problems of the target people in the villages. The interviews covered six topics: respondent's background, knowledge, attitudes, practices, problems/solutions, and aspirations. The participants were asked to give their reactions, comments, suggestions and recommendations to improve the interviews. These were used in conducting the survey.

Administration of survey instrument. The first sub-group administered the survey questionnaire in Mekar Sari and the second sub-group in Sinar Bakti. Each sub-group was further subdivided into three small teams. Each team interviewed four respondents. However, only 14 of the targeted 24 respondents were interviewed, due to lack of time and the length of the interview.

Analysis and interpretation of data. Responses to each item in the interview schedule were tallied on the board and interpreted.

Before the quantitative tallying of responses, the group undertook an exercise to identify the needs and problems of the village targets as perceived by the participants. The NP method of ACCU was applied.

Findings: The findings of the village survey are as follows:

Profile of Respondents

Of the 14 respondents, the majority were males. Most of the respondents were between the ages 25 - 40, while a few were between the ages 45 - 50. The average age of the respondents was between 25 - 36. All the respondents were married. They were Muslims (except for one who was a Christian). Half of the respondents had family incomes between 30,000 - 180,000 rupiahs. It was observed that they had a good standard of living. All the respondents had at least completed primary education up to grade three. One had finished junior high school, and another senior high school. The main occupation of the males was farming, as land owner-tiller or as farm labourers. A few were construction workers, one a government officer, and another a small trader. The females were housewives, with some working part time as farm labourers. The female respondents got married early, that is, between the ages 14 - 19, while men married between the ages 18 - 25. The largest number of the children among the respondents was 6, while the smallest was one. The average number of children was 3.4. For young couples who planned to have more children, the mean age of the children was 2.3 years, and 6.25 years for those who had stopped having anymore additions to their families. There were more female children, than male children.

Of the respondents, ten had nuclear families and four had extended families. The native language was Sundanese, but Bahasa Indonesia, the national language, was also spoken. There seemed to be no discrimination against sending girls to school. Of the 32 children going to school, 18 were girls.

On Knowledge

The respondents did not consider the size of their house as having any bearing on the number of people living in it, as they felt that the more people there are, the merrier the family will be. However, as shown by the respondent's profile, the majority favoured having a nuclear rather than an extended family. Most of the respondents felt that overcrowding in their homes can cause a strain on the family budget, give rise to health problems, and create more conflicts among family members. More than half of the respondents obtained their water supply from open wells, while the rest relied on a mountain spring piped into open cisterns placed in the villages. All the respondents except one claimed that their drinking water was safe, but they nevertheless boiled it for drinking.

The respondents were aware that some of their practices polluted their water supply. Asked to cite reasons why their water supply was dirty, some could only speak of animal droppings, the proximity of homes to toilets, and bathing near the source of water. The respondents knew that drinking/consuming dirty water could cause illness; however, only one type of illness, diarrhea, was identified. Half of the respondents disposed of their wastewater through a drainage, others used wastewater to water plants and clean their toilets. Some throw their wastewater in the backyard. More than half of the respondents disposed of their garbage by burning; the rest used a compost pit or threw waste into the stream. More than half of the respondents had their own private toilets; the rest used public toilets, open pits, and creeks to relieve themselves. The majority of the respondents were aware of the importance of keeping toilets sanitary to keep the environment clean; a few believed this was good for privacy; others felt it was necessary to prevent sickness. Most respondents feared that the village will be overcrowded if the population continued to grow. A few stated that available residential land will be insufficient. Some were aware of the problem of environmental pollution. The respondents were generally aware of the consequences of rapid population growth on natural resources, including excessive cutting of trees, scarcity of water, loss of wild life and reduction of land available for cultivation. Most respondents knew that excessive cutting of trees caused soil erosion, floods, droughts, and siltation of rivers and lakes.

They also knew that the migration of large numbers of rural people to the cities caused overcrowding in the cities and loss of labour force in the village. A few were not aware of the implications of the situation.

On Attitudes

The respondents agreed that the number of children can be planned and that sons and daughters should be given equal treatment. About 85% of the respondents agreed that sons and daughters should be given equal educational opportunities. The majority of the respondents did not think that a family must have a son so it can be considered complete.

The respondents were equally divided on the claim that child care is the responsibility of the mother. The majority of the respondents disagreed that decision-making in the family is the husband's responsibility.

They believed that women with fewer children have more time for themselves and for productive educational and civic/social activities in the community. They agreed that household work should be shared by husband and wife. Some did not see any benefit in young people moving from the village to the city. Most respondents agreed that having too many large families adversely affects the whole country, in such concerns as the environment, education, employment, food, housing, health, and other social services.

All the respondents agreed that delayed marriage provides more opportunities for education, allows couples more time to prepare for the responsibilities of married life, and encourages small size families. The majority favoured marrying at age 25 and above for males, and age 20 and above for females. The majority were in favour of spacing children for the good of both mother and child.

However, in real life the actual number of children of the respondents did not conform with their response. Although their knowledge level was high and their attitude favourable, the respondents did not always practise child spacing. The respondents believed that it is the duty of children to care for their elders.

On Practices

Most of the respondents obtained information on family planning, health farming and so on, from the media, government workers and village leaders. They sold their products through middle men, by direct sale or through cooperatives.

Services/facilities available in the villages included

- schools
- non-formal education
- health clinic
- family planning and health integrated services
- extension worker
- information mobile team.

The most popularly used family planning method among the respondents was injectibles, followed by the pill and the IUD.

On Problems and Solutions

The respondents perceived the following as problems:

- security in the village
- inadequate government assistance in organising the youth
- increase in taxes
- need for additional common toilets
- need to improve roads
- increase of fertilizer cost
- lack of co-operatives to market their products.

The causes of the problems were identified as follows: robberies committed by people from other places; government neglect to solve socio-economic and civic problems; and insufficient income of the people.

They believed that the problems can be solved by increasing the number of security personnel in the village, promoting income-generating projects, and providing government assistance.

On Aspirations

The ideal age for marriage according to the respondents was between 20 - 30 for males, and 20 - 22 for females. They said that the ideal number of children was two and cited the following as their aspirations for their children:

- higher education
- happy life
- a career as a government official

- a job as an agricultural specialist
- a career as an engineer
- a career as a nurse
- a career as an army man.

Respondents also aspired to have:

- a peaceful family
- happiness for every member of the family
- a family of good farmers
- a family with a good income
- a healthy family
- security in the family
- an adequately provided family.

The respondents' ideal village is one that has:

- an adequate number of government projects (infrastructure)
- security, and is peaceful and safe
- an educated population
- prosperity and is able to provide for the people's welfare
- a healthy environment
- equality among the villagers
- fertile farming lands and is near the town
- an improved quality life
- a concept of "gotong-royong" (working together)
- good roads and adequate water supply.

On the choice of income generating activities, the respondents would like to engage in an occupation other than their present work. The following were cited:

- improved farming and agriculture
- cooking native delicacies to sell at the market
- sewing
- hair cutting
- embroidery

- setting up small business

The respondents indicated they would like to have the following services from the government:

- establishment of a senior high school
- establishment of a co-operative
- improved road system
- establishment of a vocational training programme
- building of a mosque.

The respondents relied on the following for their source of information:

- TV
- radio
- government workers
- printed materials
- village headman.

They would like to own the following equipment/facilities:

- car
- TV
- furniture
- tap water supply
- farming equipment.

On the whole, the respondents had a high aspiration level. However, there was a need to reinforce these ideals by motivating the villagers to do something to attain them. The people were generally not aware of the opportunities that will enable them to realise their aspirations.

Development of Integrated Curriculum and Materials in Population Education

The problems identified at the villages were translated by the workshop participants into general and specific instructional objectives. Specific population education messages were formulated for every objective or a combination of two related objectives. These messages are as follows:

- Mother and child health care promotes family welfare.
- Marry at the right age.

- Children can be spaced.
- Parents and the community should enable women to obtain higher education.
- Women should be encouraged to pursue a profession of their choice.
- Educated mothers contribute to an improved quality of life for their families.
- Women should take intiatives to organise themselves into action groups.
- Rapid population growth contributes to water shortage.

The core message under which each of the specific message could be subsumed was identified. The participants selected the message that they would like to work on. They elaborated on the contents of the objectives and messages assigned to them, and identified the types of materials that would best convey the messages to the intended targets – that is, illiterates, semi-literates, or neo-literates. Care was taken to prevent duplication of existing materials and to allow the participants to consider different styles of presentation.

The participants drafted the materials, in consultation with resource persons. Illustrations for the materials were also developed. Only four materials – 1 flip chart, 1 chart, 2 booklets – were field tested. The newly developed materials were pretested on twelve respondents from two learning centres, Sinar Bakti and Sari Harapan.

A list of materials prepared given below:

Title	Type	Message	Target Audience
1.1 ***Education Brings Light into a Women's Life.***	1 Booklet	1.1 Parents/community should enable women to obtain higher education.	1.1 Semi-literate
1.2 ***Education: Key to a Woman's Welfare.***	Flipchart (11 charts)	1.2 Women should be encouraged to pursue a profession of their choice.	1.2 Semi-literate
		1.3 Women should receive equal wages as men for the same work.	
2.1 ***Is Your Water Safe ?***	3 Posters	2.1 Drink safe water.	2. Semi-literate
2.2 ***Make Sure Your Water is Safe.***		2.2 Rapid population growth contributes to water shortage problems.	
2.3 ***Is There Enough Water for All ?***			
3. ***Educated Mother: Better Quality of Life***	Flipchart (7 charts)	3.1 Educated mothers contribute to an improved quality of life for their families.	3. Semi-literate
4. ***Together We Stand.***	1 Poster	4.1 Women should take the initiative to organise themselves into action groups.	4. Semi-literate
5. ***Let's Organise Women's Groups for a Happy Family.***	Booklet	5.2 Women should take the initiative to organise themselves into action groups.	5. Semi-literate

SECTION ONE

Materials for Semi-Literates

Background

The group primarily addressed itself to the preparation of materials for semi-literate learners. Three participants prepared materials for neo-literates.

The learners in a NFE Centre are not necessarily at the same level of learning. Some of them do not attend the centre regularly. Not everyone was completely illiterate at the start. Individual differences due to age also exist. Many of the learners were drop-outs from the primary schools and could naturally learn faster than the others.

In view of the different levels of learning, the group prepared suitable materials for both post-literacy and continuing education. The materials contained messages which reflect the curriculum for a NFE group.

Title : **Education Brings Light into a Woman's Life**

Target : Semi-literates

Format : Flip Chart/Booklet

Specific Objectives : After reading the flip chart/booklet, the learners are expected to understand that:

1. Both the parents and the community should motivate and support women to obtain higher education.
2. Women should be encouraged to pursue a profession of their choice.
3. Women should receive an equal wage for the same job as men do.

Materials :

1. Flip chart consisting of 11 pictures.
2. Booklet entitled, "Education: Key to women's welfare", consisting of seven sub-titles.

Messages : The core message: Re-orientation of Population-Related Beliefs and Values

Sub-messages :

1. Both the parents and the community should enable women to obtain higher education.
2. Women should be encouraged to pursue a profession of their choice.
3. Women should receive an equal wage for the same job as men do.

Guide for Facilitators :

1. Ask the learners to study the pictures and read the text.
2. Ask some questions page by page about the message conveyed by the pictures.
3. Ask the learners to state or explain what they have read and seen from the pictures.
4. With the participation of the learners, conclude the following:
    a) Both the parents and the community should encourage women to obtain higher education:
    b) Learners should understand:

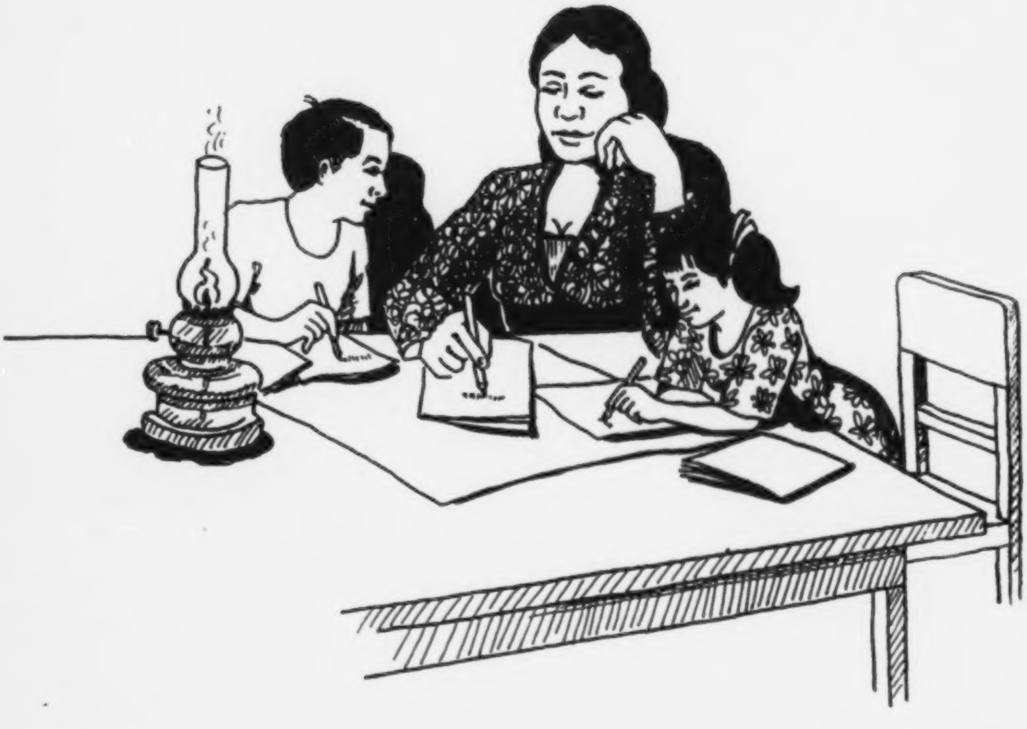
  - the meaning of education
  - the role of parents
  - the role of the community
  - the difference between an educated and an uneducated person.

c) Women should be encouraged to pursue a profession of their choice.

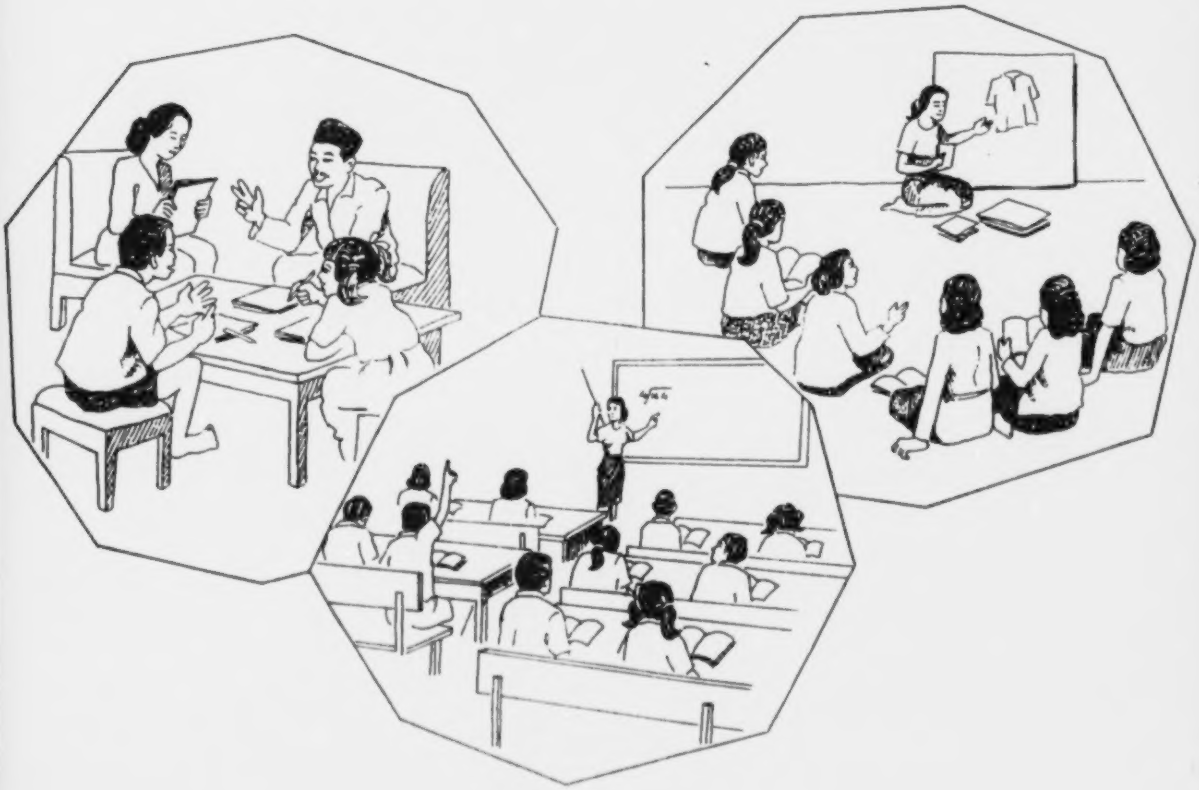
d) Women have the right to pursue a job for which they are qualified.

e) Women should receive an equal wage for the same job as men do.

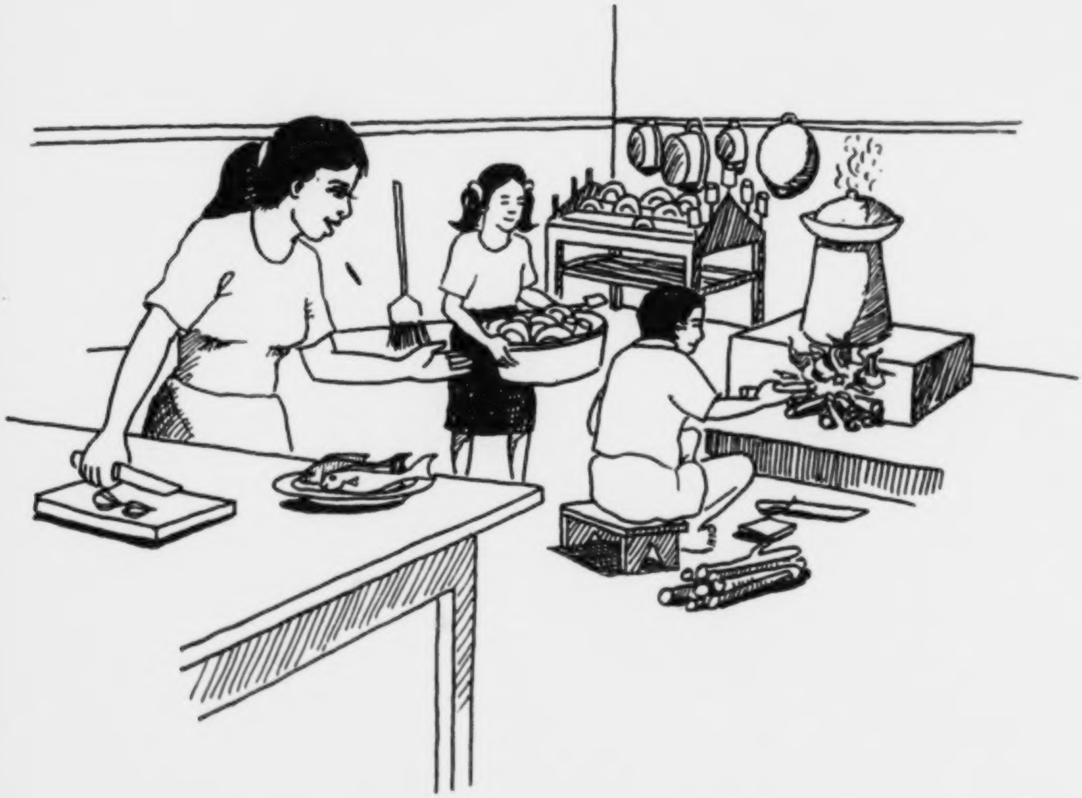
EDUCATION BRINGS LIGHT INTO A WOMAN'S LIFE



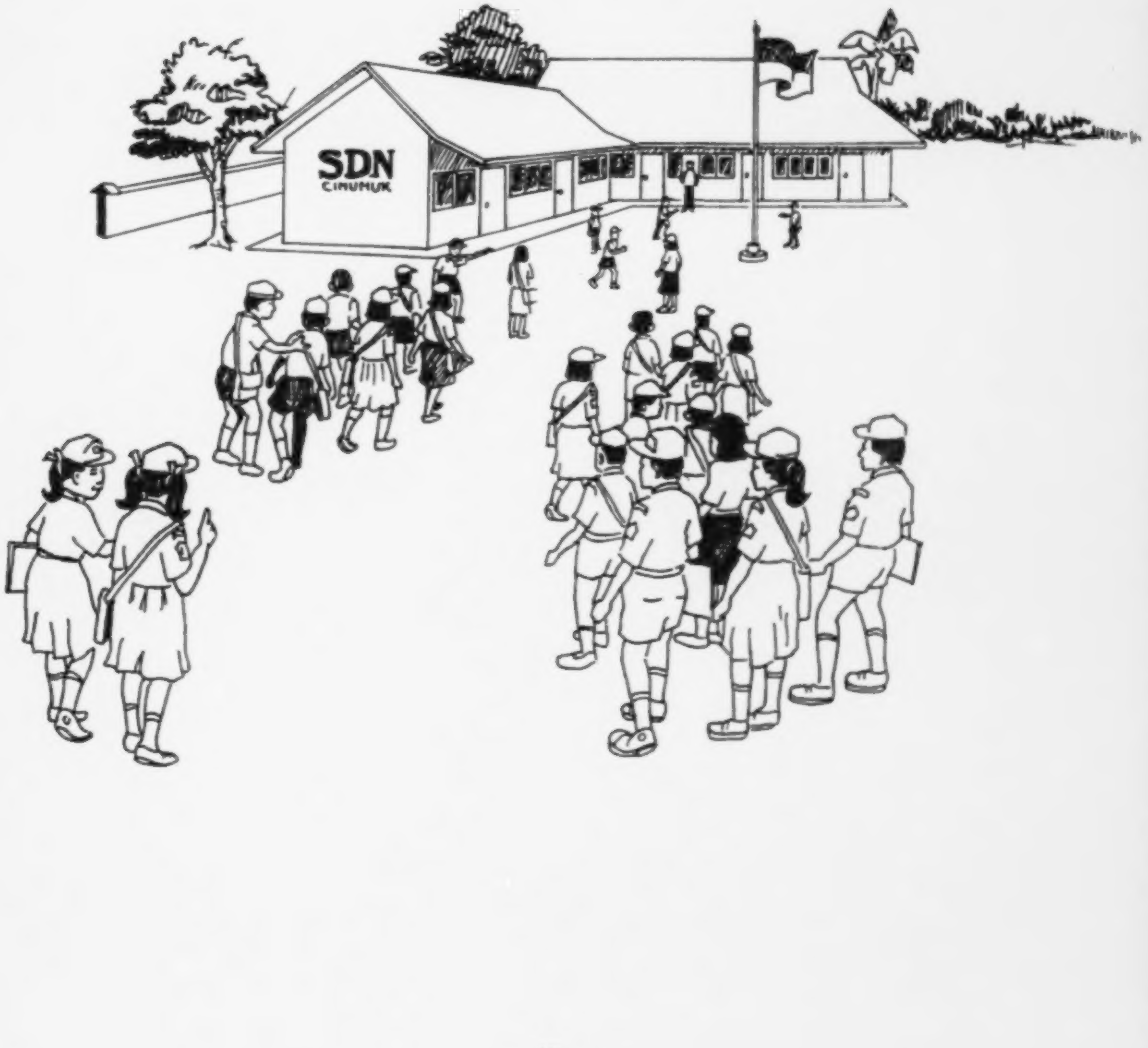
ALLAH CREATED MEN AND WOMEN TO WORK. AS HIS CREATURES: WE MUST WORK AND LEARN HARD ALL OUR LIFE, WHEREVER WE MAYBE - AT HOME, IN SCHOOL, OR IN THE COMMUNITY



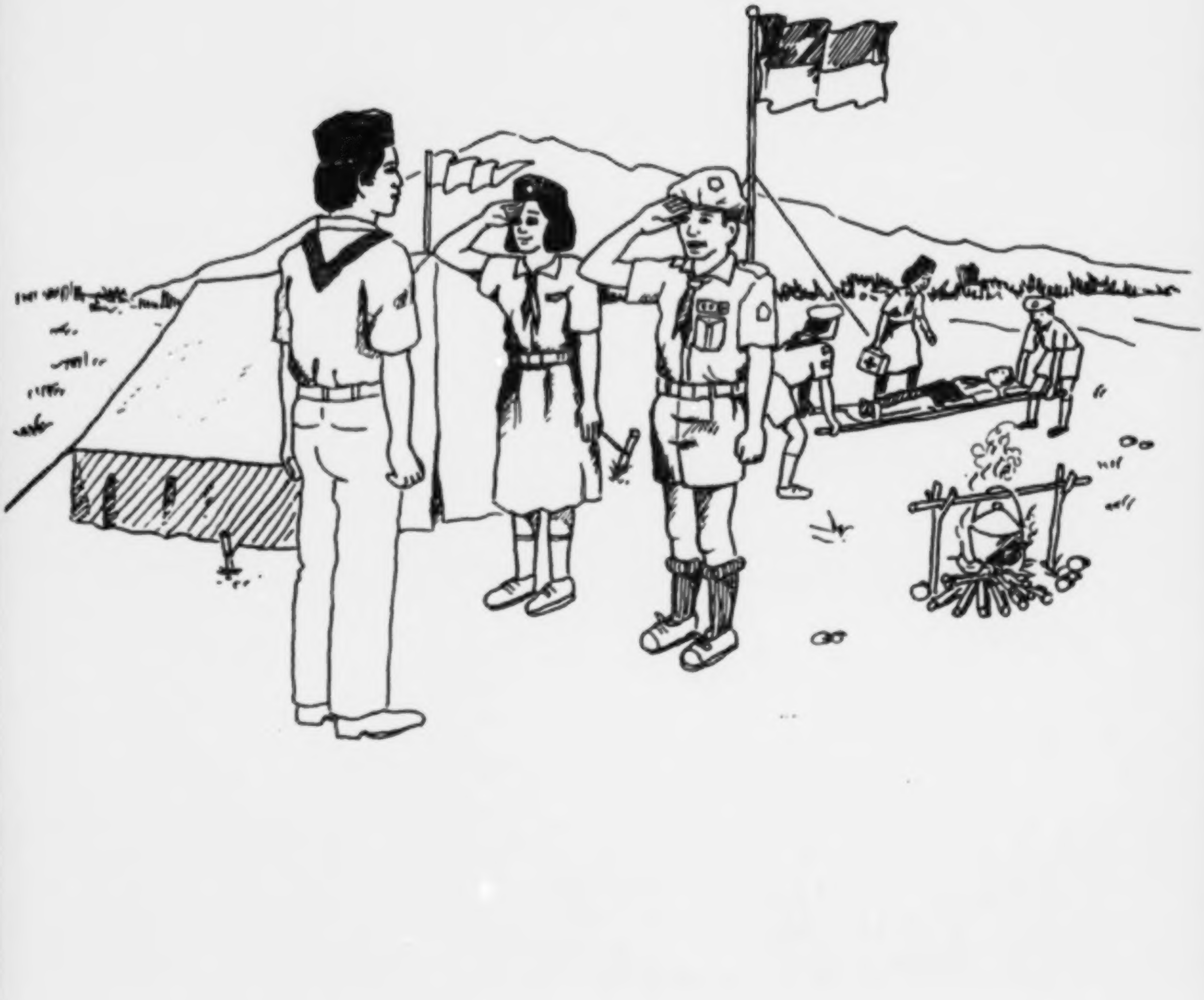
LEARNING BEGINS AT HOME, WITH THE MOTHER AS THE FIRST TEACHER. SONS AND DAUGHTERS MUST BE TREATED EQUALLY.

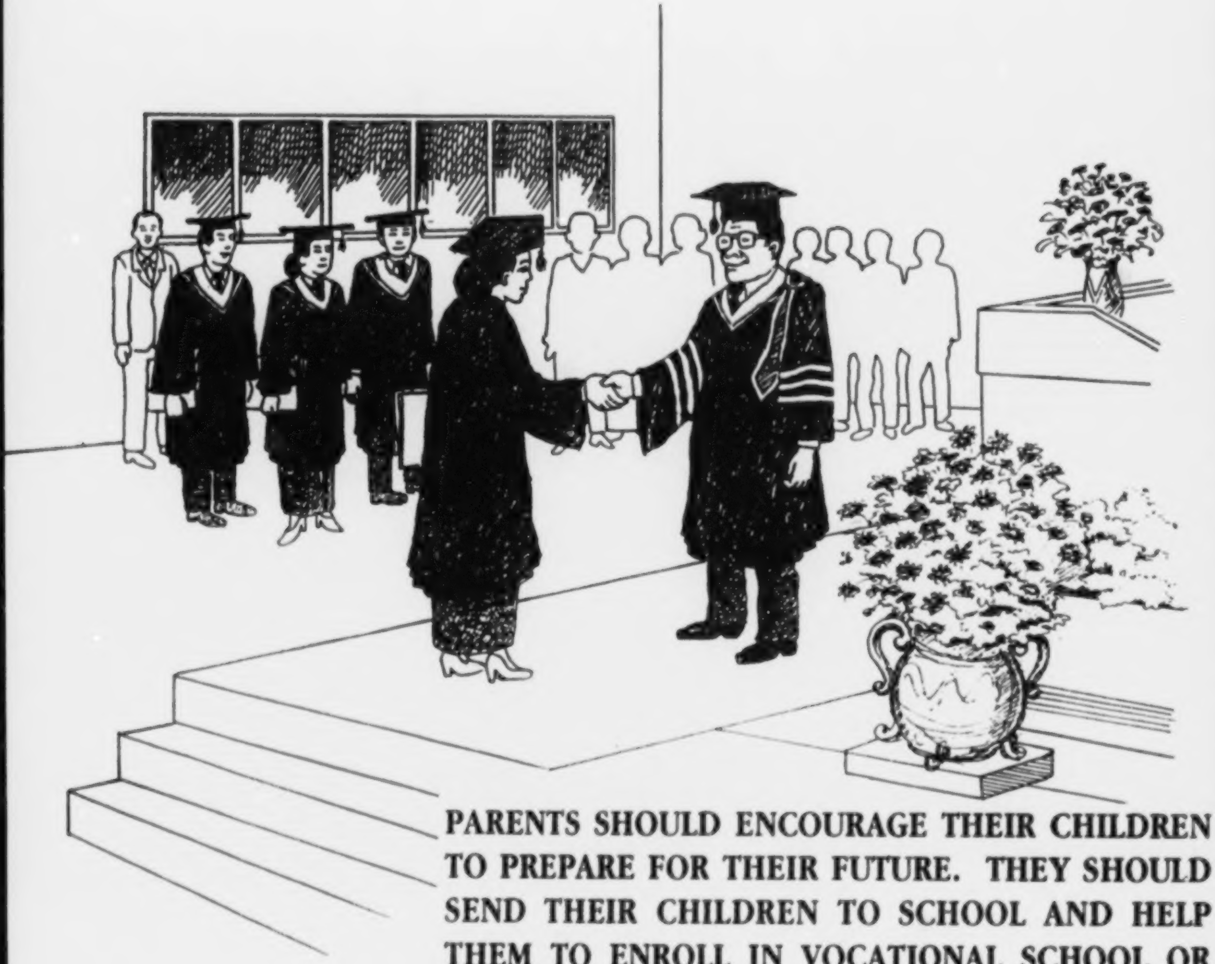


CHILDREN ARE ALLAH'S GIFT TO PARENTS. PARENTS SHOULD PROVIDE EQUAL EDUCATION FOR THEIR SONS AND DAUGHTERS.

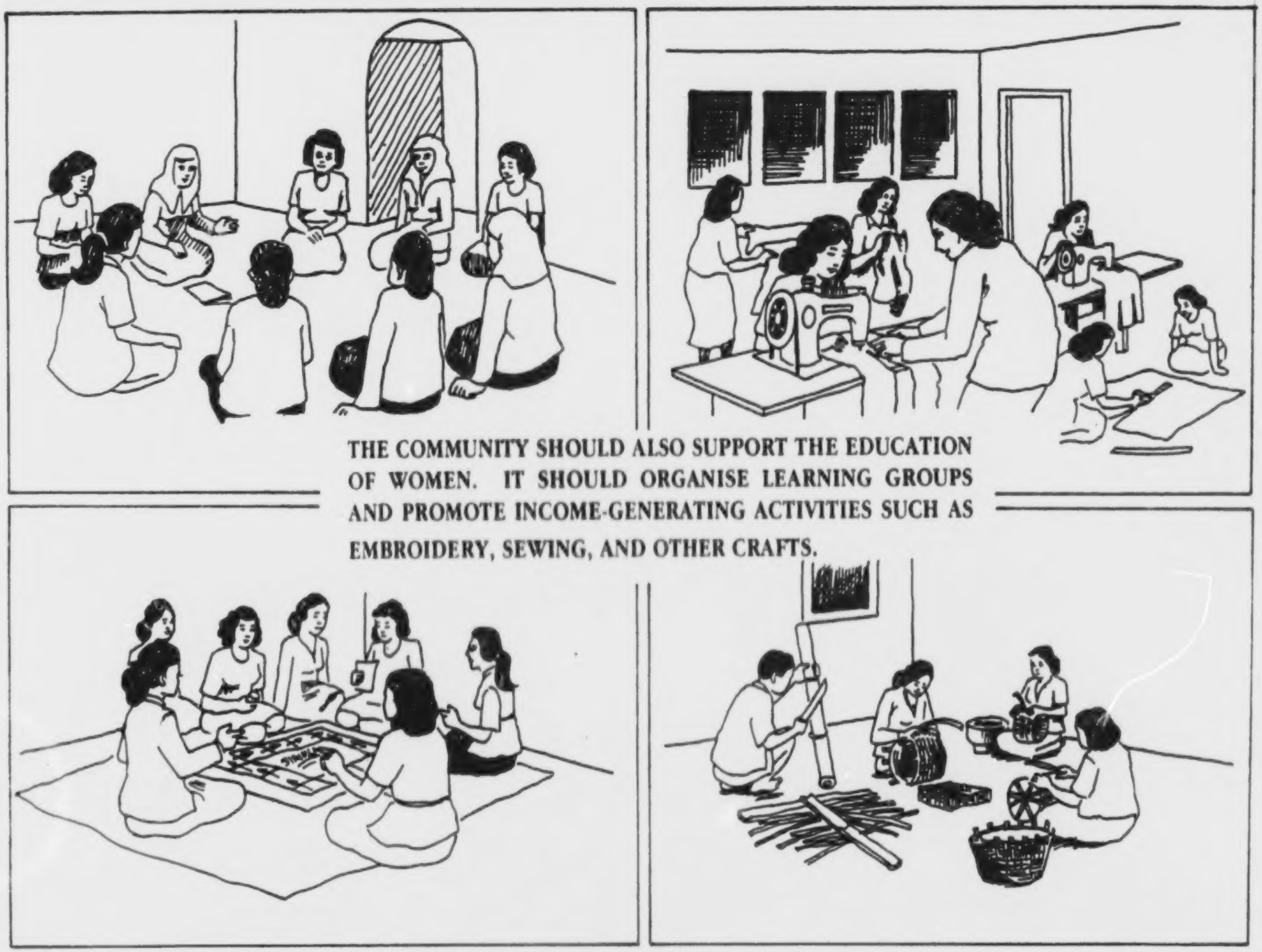


AS FUTURE CITIZENS, YOUNG WOMEN SHOULD GET EQUAL LEARNING OPPORTUNITIES AS YOUNG MEN DO.

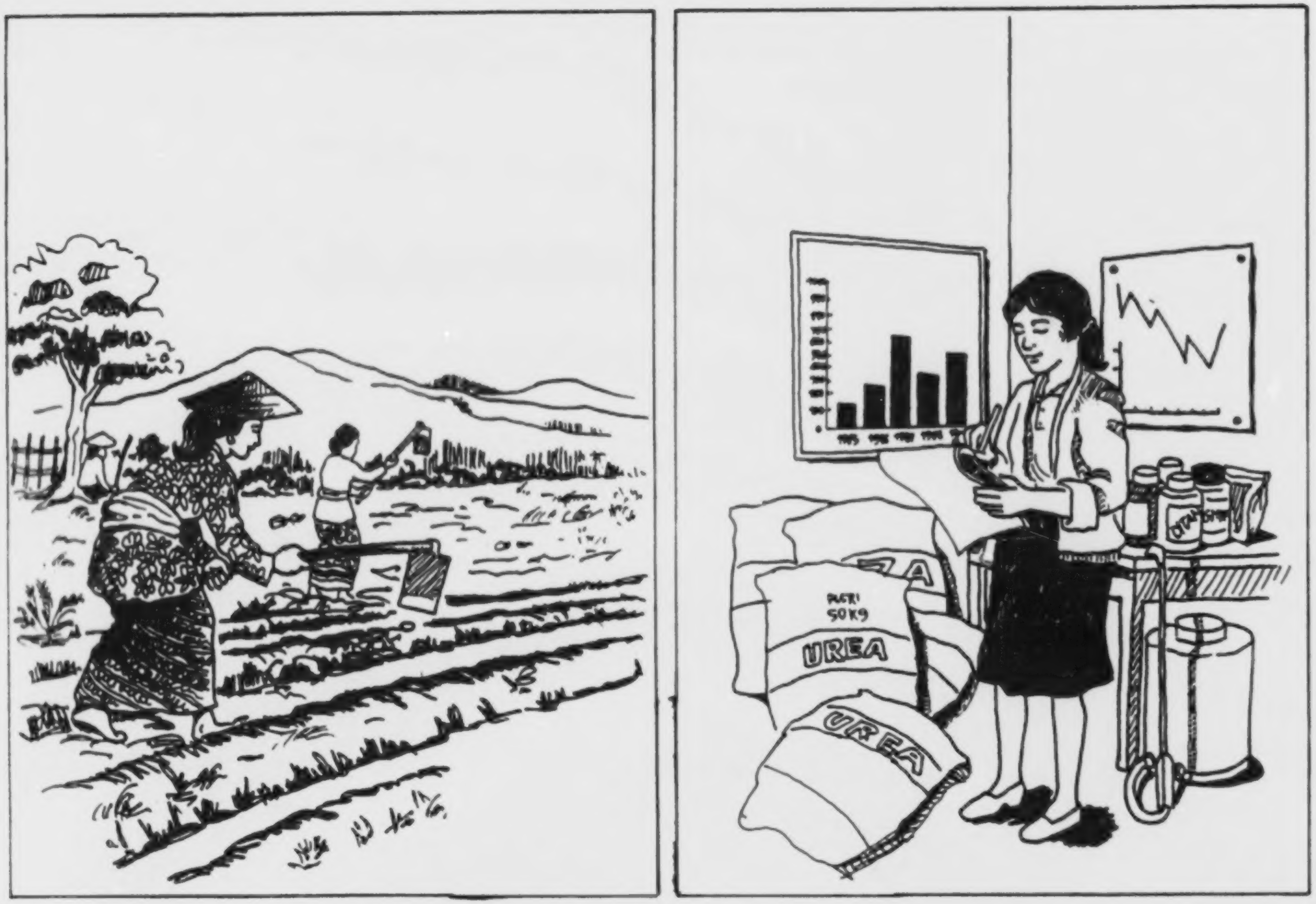




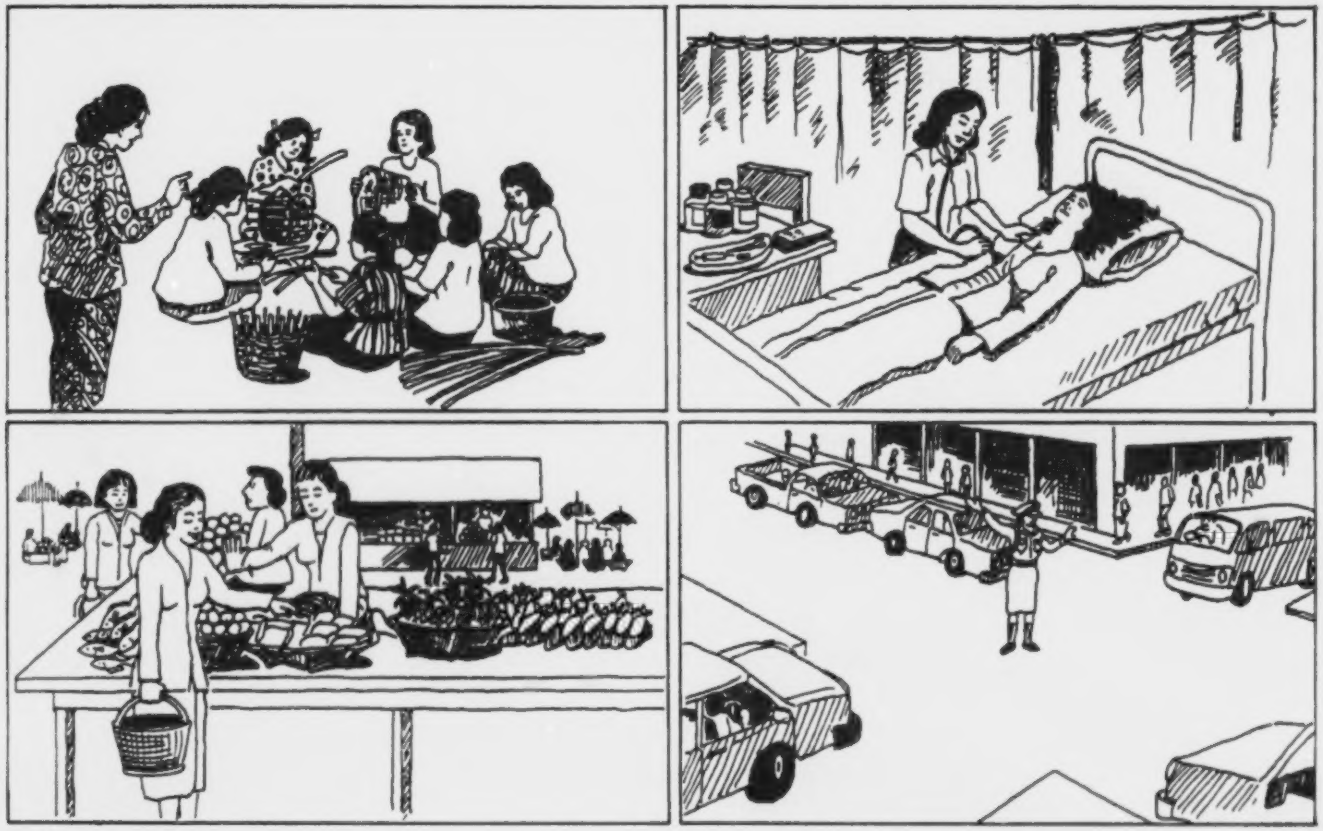
PARENTS SHOULD ENCOURAGE THEIR CHILDREN TO PREPARE FOR THEIR FUTURE. THEY SHOULD SEND THEIR CHILDREN TO SCHOOL AND HELP THEM TO ENROLL IN VOCATIONAL SCHOOL OR PURSUE HIGHER EDUCATION. EDUCATED WOMEN DO MORE TO DEVELOP THEIR COUNTRY



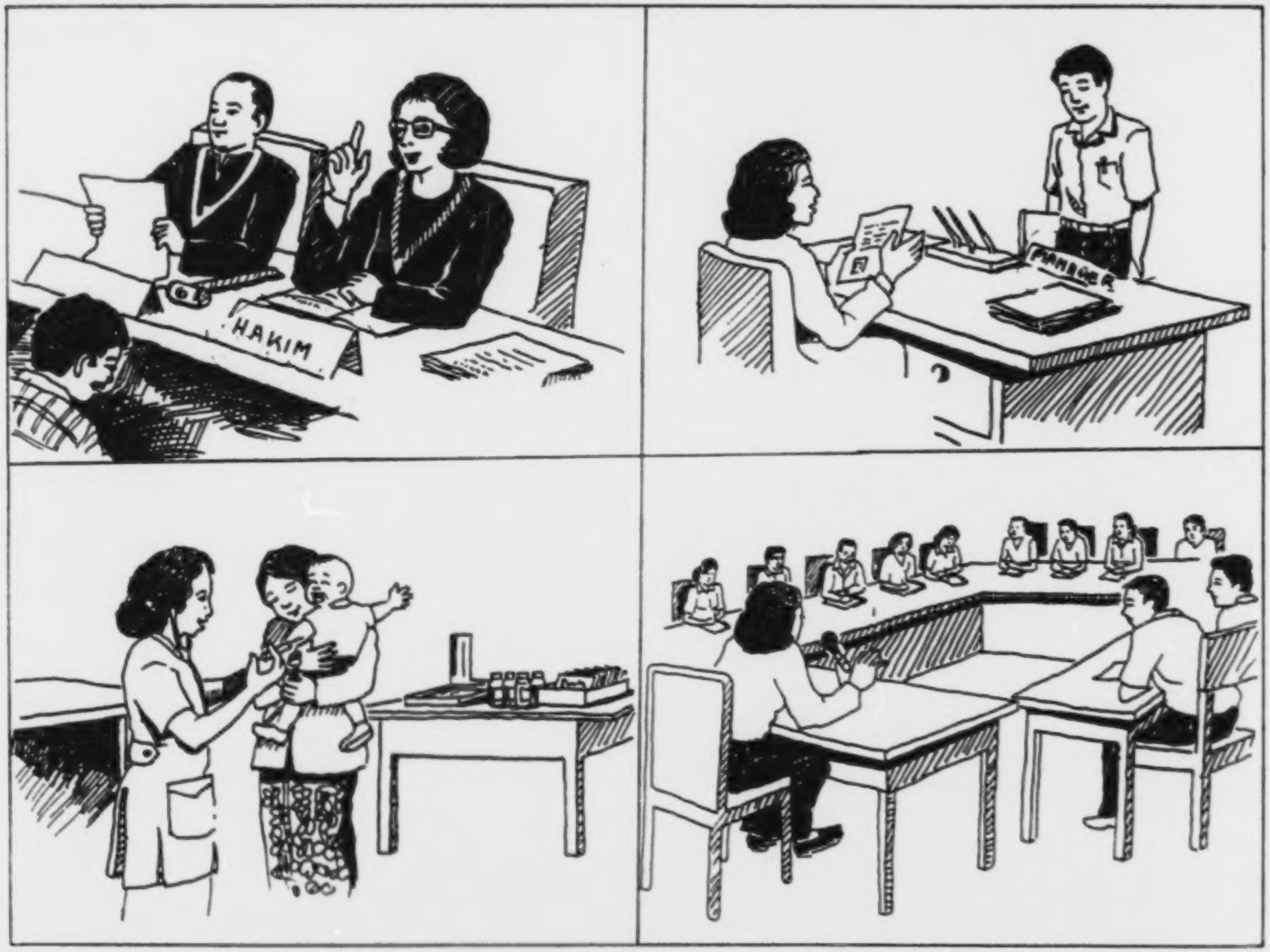
THE COMMUNITY SHOULD ALSO SUPPORT THE EDUCATION OF WOMEN. IT SHOULD ORGANISE LEARNING GROUPS AND PROMOTE INCOME-GENERATING ACTIVITIES SUCH AS EMBROIDERY, SEWING, AND OTHER CRAFTS.



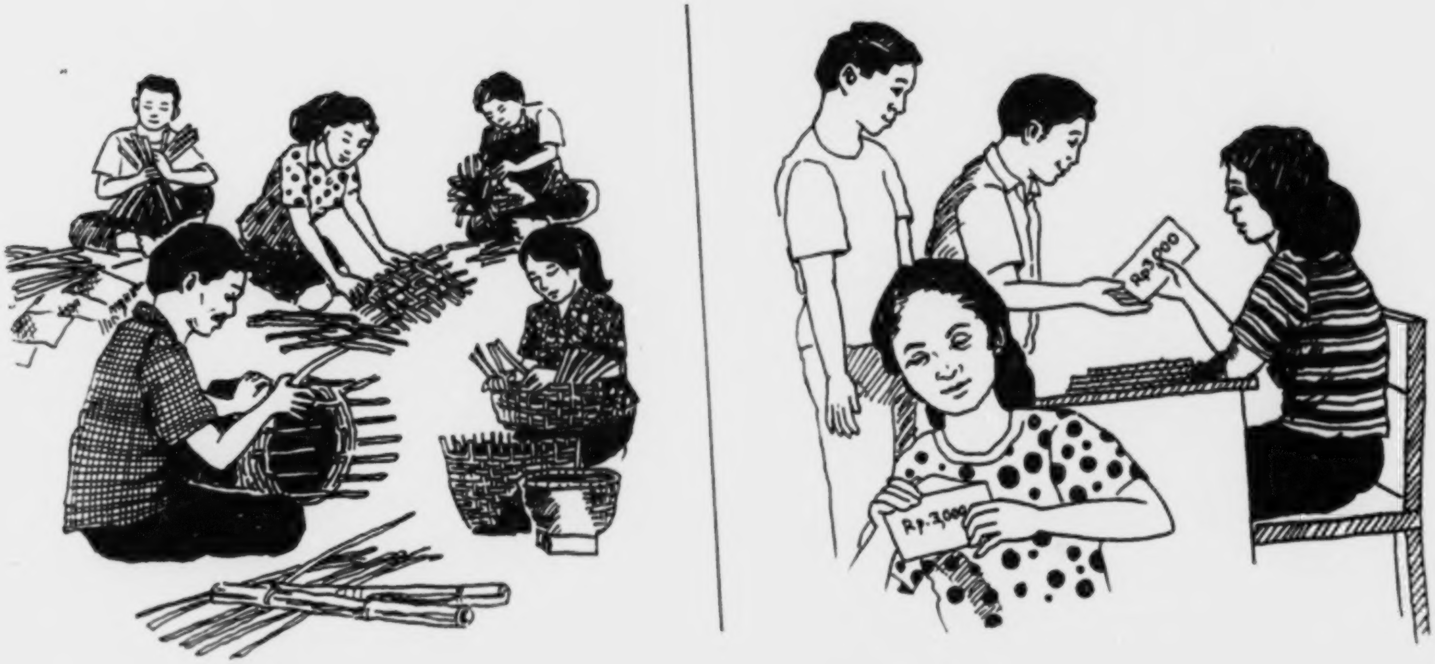
THESE WOMEN ARE FARM WORKERS. THE UNEDUCATED WOMAN DOES NOT KNOW ABOUT IMPROVED WAYS OF FARMING. THE EDUCATED WOMAN USES MODERN FARMING METHODS SUCH AS THE APPLICATION OF FERTILIZERS, PESTICIDES, ETC.



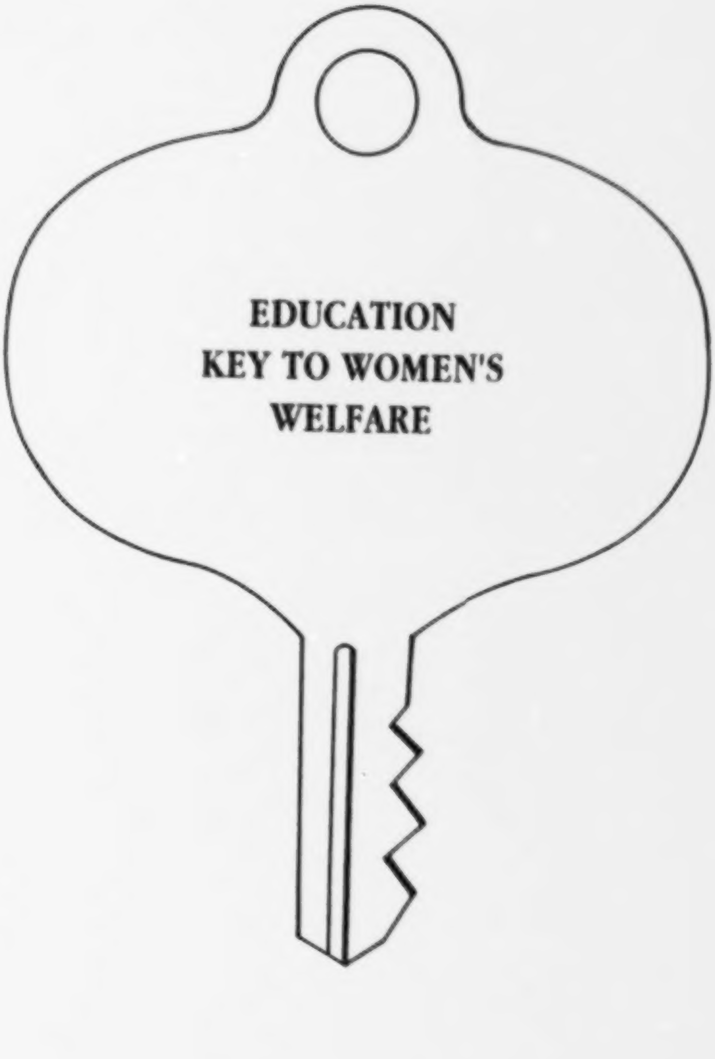
WORKING LEADS TO A HAPPY AND COMFORTABLE LIFE. A COMFORTABLE LIFE MEANS HAVING ENOUGH FOOD, PROPER CLOTHING AND A NICE HOME TO LIVE IN. WOMEN WHO WORK CAN CONTRIBUTE MORE TO ACHIEVING A HAPPY AND COMFORTABLE LIFE FOR THE FAMILY.



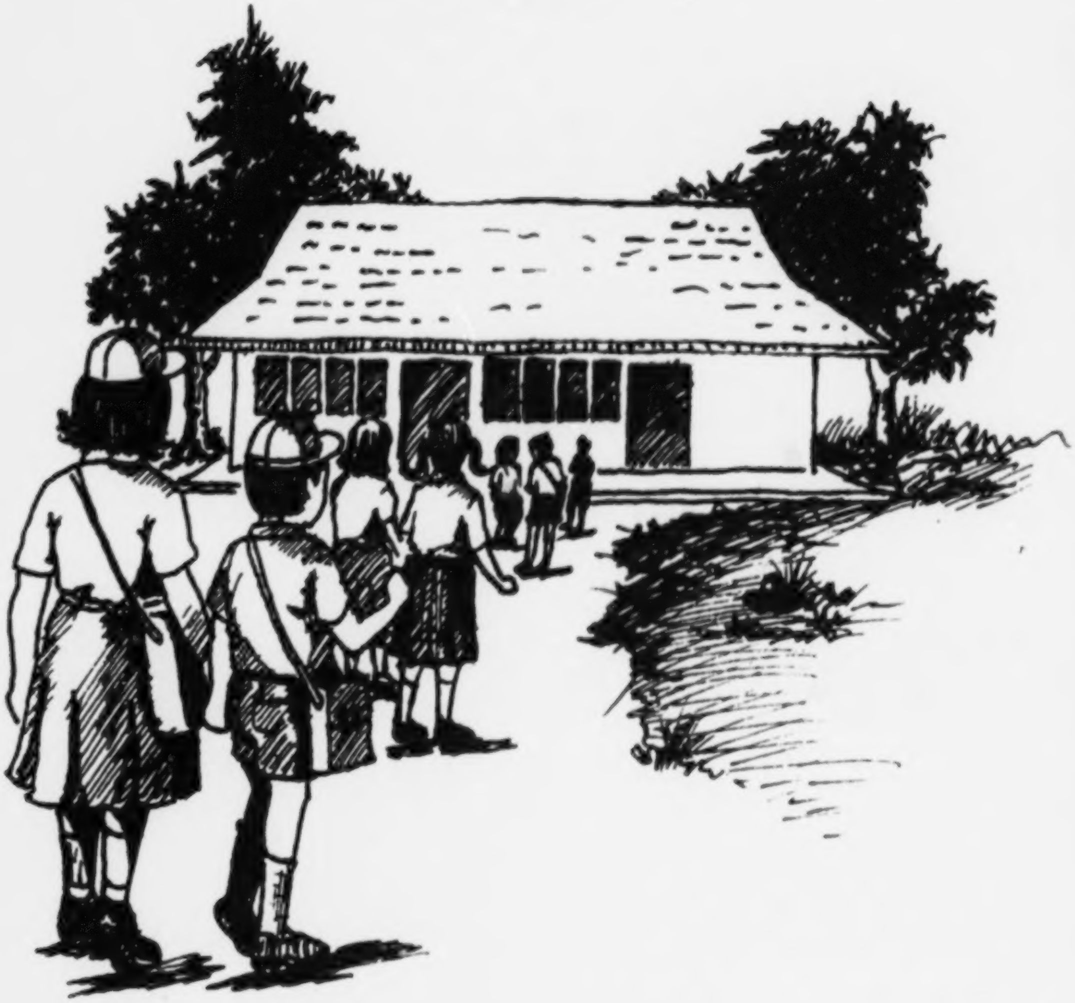
WOMEN HAVE THE RIGHT TO PURSUE A JOB FOR WHICH THEY ARE QUALIFIED. THEY MAY BECOME MANAGERS, DOCTORS AND LEADERS.



MEN AND WOMEN WHO ENGAGE IN THE SAME KIND OF WORK SHOULD RECEIVE AN EQUAL WAGE.

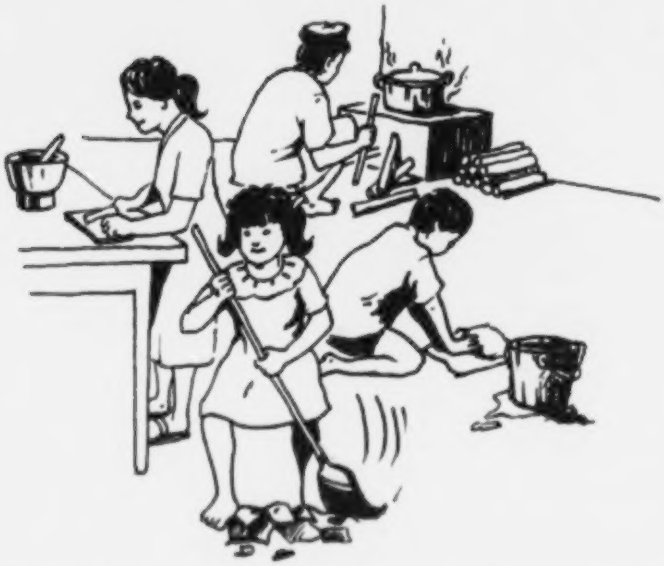

EDUCATION
KEY TO WOMEN'S
WELFARE

ALI AND ANI



Ali and Ani were brother and sister. They were born in the village of Cikole in Lembang, Bandung. The village had an elementary school and a junior high school. Ali and Ani went to these schools. They were kind and bright students. After completing senior high school at Lembang, they went to college.

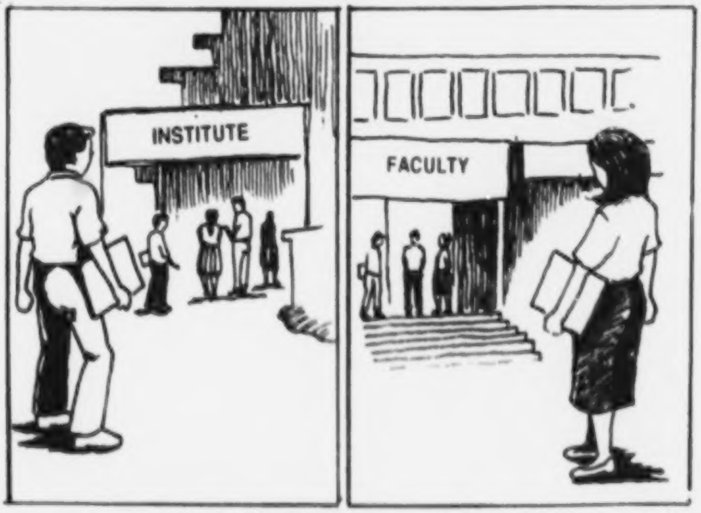
ALI AND ANI AT HOME



Their parents treated them equally. No work was considered as exclusively male or female. Both Ali and Ani did household work.

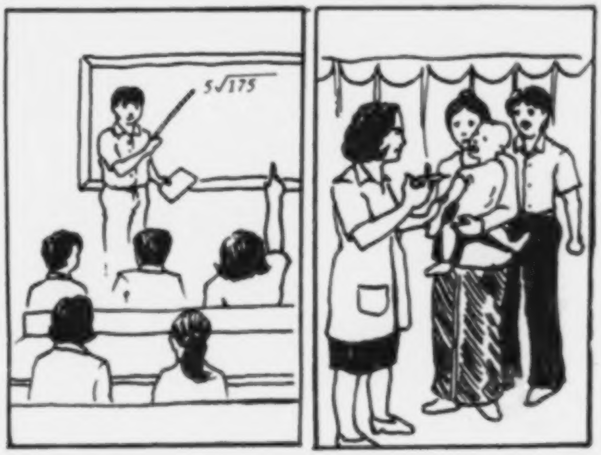
The neighbours liked the family. They did everything properly. They were not rich, but were thrifty and industrious.

ALI GOES TO TEACHERS' COLLEGE, ANI TO A MEDICAL SCHOOL



The parents encouraged Ali and Ani to pursue higher education. Although they were farmers, they believed that a good education meant a good future. Ali went to a teacher's training college, while Ani went to a medical school.

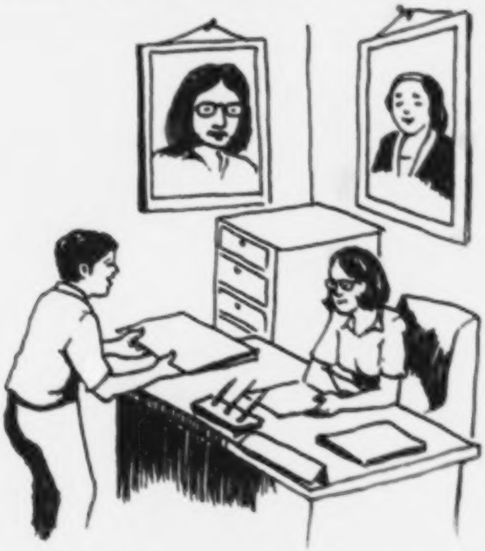
ALI IS TEACHING; ANI IS PRACTISING



After graduating from college, Ali was immediately employed as a primary school teacher in their village.

Ani was also working in their village, as a doctor in the public health clinic. The village people loved them. They were proud of the success of the family.

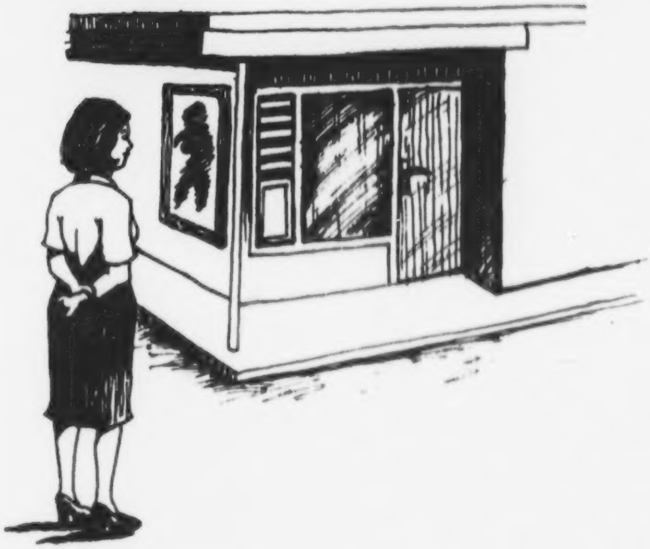
WOMEN WORKERS AND LEADERS



Higher education is required of a profession in engineering, medicine, and other technical/ scientific fields.

There are many women leaders in Indonesia who have become nationally prominent.

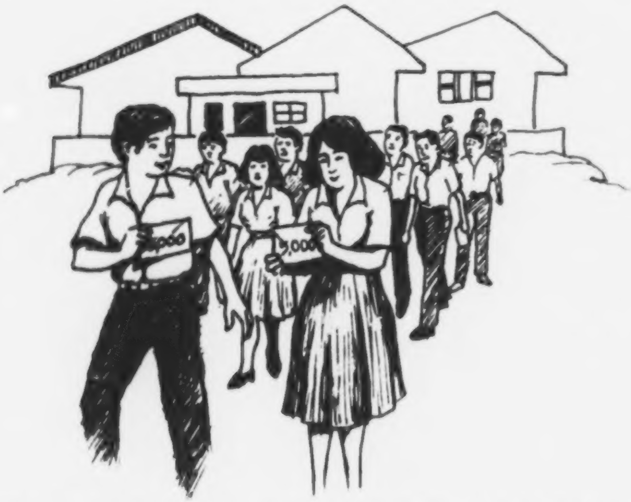
BUILDING A HOUSE



Ani was able to help her parents. She built a good house for them, using her savings from her salary.

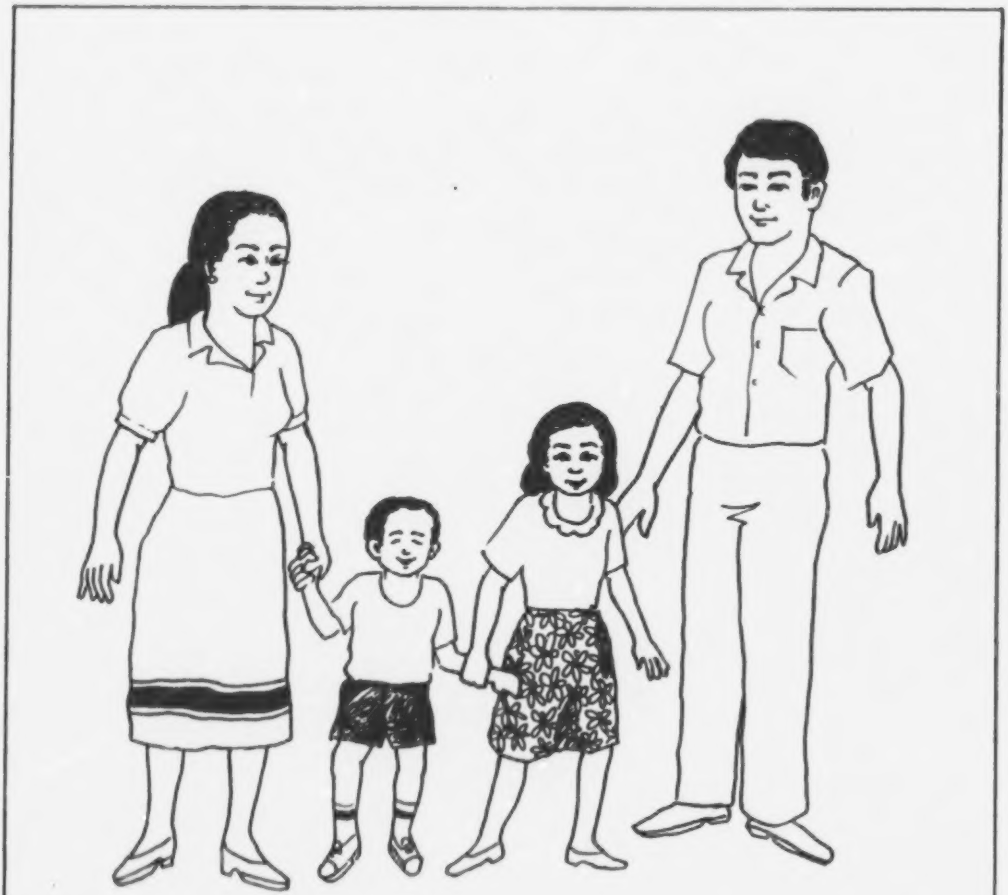
She received the same wage as male doctors did.

THE SAME WAGES



Ali and Ani agreed that men and women workers should get equal wages when they do the same job.

EDUCATED MOTHER: BETTER QUALITY OF LIFE



USER'S GUIDE

Title	:	**Educated Mother: Better Quality of Life**
Target Audience	:	Level 2 (Semi-literates – Paket A 11-20)
Objectives	:	1. To discuss the role of an educated mother in promoting the quality of life. 2. To cite the contributions of an educated mother to improving the quality of life of her family.
Message	:	An educated mother contributes to an improved quality of life for her family.

WOMEN AND EDUCATION

Chart 1.

Title	:	**Women and Education**
Message	:	A woman needs education to fulfill her role in the family and the society.
Teaching Method	:	1. Present the chart to the learners. 2. Ask them questions such as: a) Is this scene familiar to you ? b) Do you do this at home ? c) Will getting an education be good for the woman in the picture ? Explain.
Evaluation	:	Have the learners answer these questions: 1. Is education important for you ? Why ? 2. What is the message of the picture ?

Title	:	**Is There Enough Water for Everyone ?**
Messages	:	1. Use and drink safe water. 2. Rapid population growth aggravates the shortage of water supply.
Target Audience	:	Semi-literates
Objectives	:	- To identify different sources of water - To discuss how water gets polluted - To explain the effects of using/drinking unsafe water - To describe how to make water safe - To show the ill effects of water shortage and how a large population causes further shortages of water supply.

Title : **Safe Water**

1) Is your Water Safe ?
2) Make Sure your Water is Safe.
3) Is There Enough Water for Everyone ?

Format : POSTER

Guide for the Facilitators :

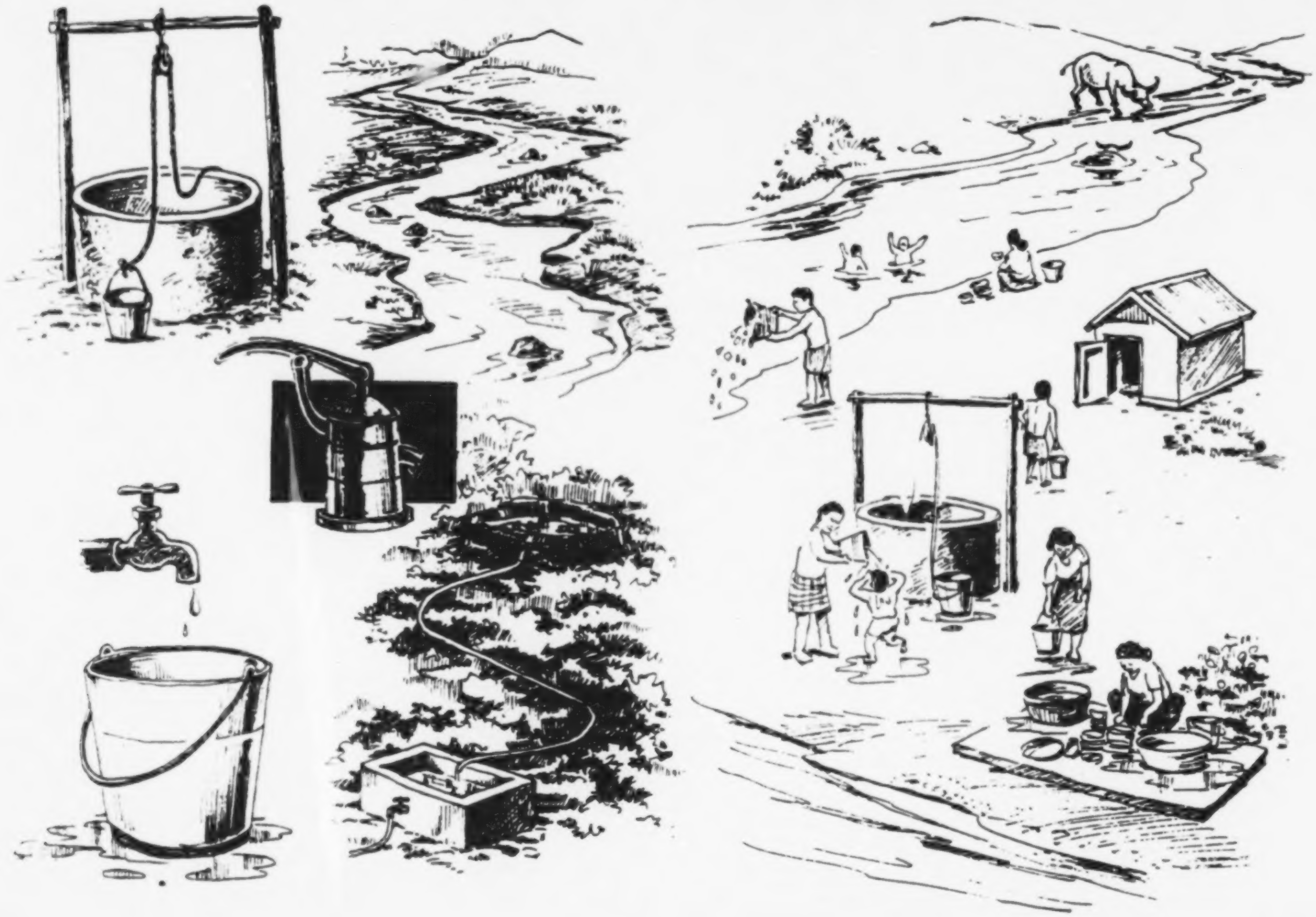
- Display the posters one by one.
- Ask the learners to describe what they see in each poster.
- Motivate the learners to discuss the contents of the pictures by asking the following discussion questions:
    - What are the different sources of water ?
    - Where do you get your water supply ?
    - What makes water dirty and unfit to use and to drink ?
    - What are the effects of using or drinking unsafe water ?
    - What diseases are caused by drinking unsafe water ?
    - How can you make water safe for drinking ?
    - What causes water shortage ?
    - How does rapid population growth affect water supply ?
    - What can you do to help conserve water ?
    - Do you have problems concerning water ? How can you solve them ?

Demonstrate ways of making water clean and safe for drinking.

Evaluation

1. The facilitator asks the learners what they have learned from the posters and the discussion.
2. The facilitator may also ask the learners to demonstrate how to filter dirty/muddy water to make it clean, and how to boil it, thus making it safe for drinking.

IS YOUR WATER SAFE ?



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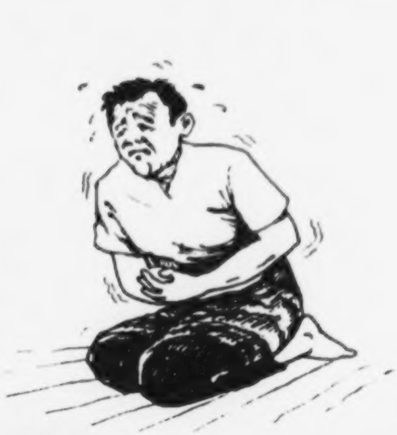
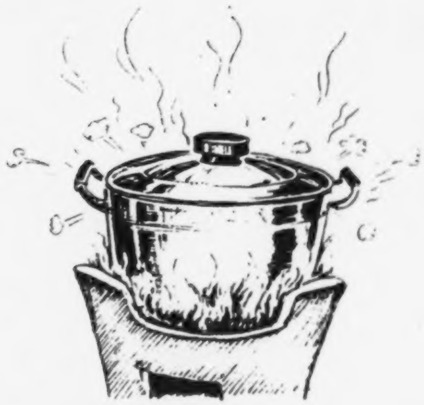
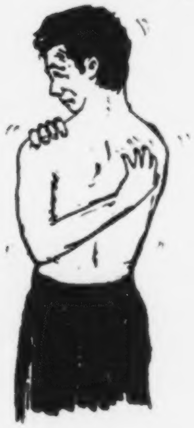
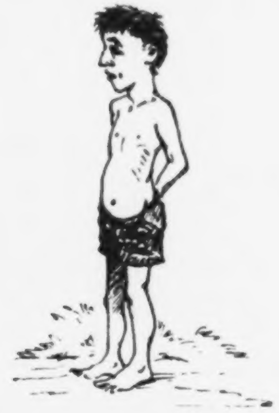
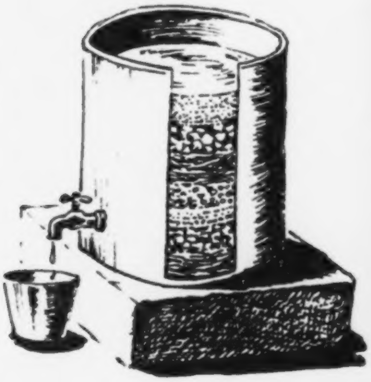
MAKE SURE YOUR WATER IS SAFE FOR DRINKING



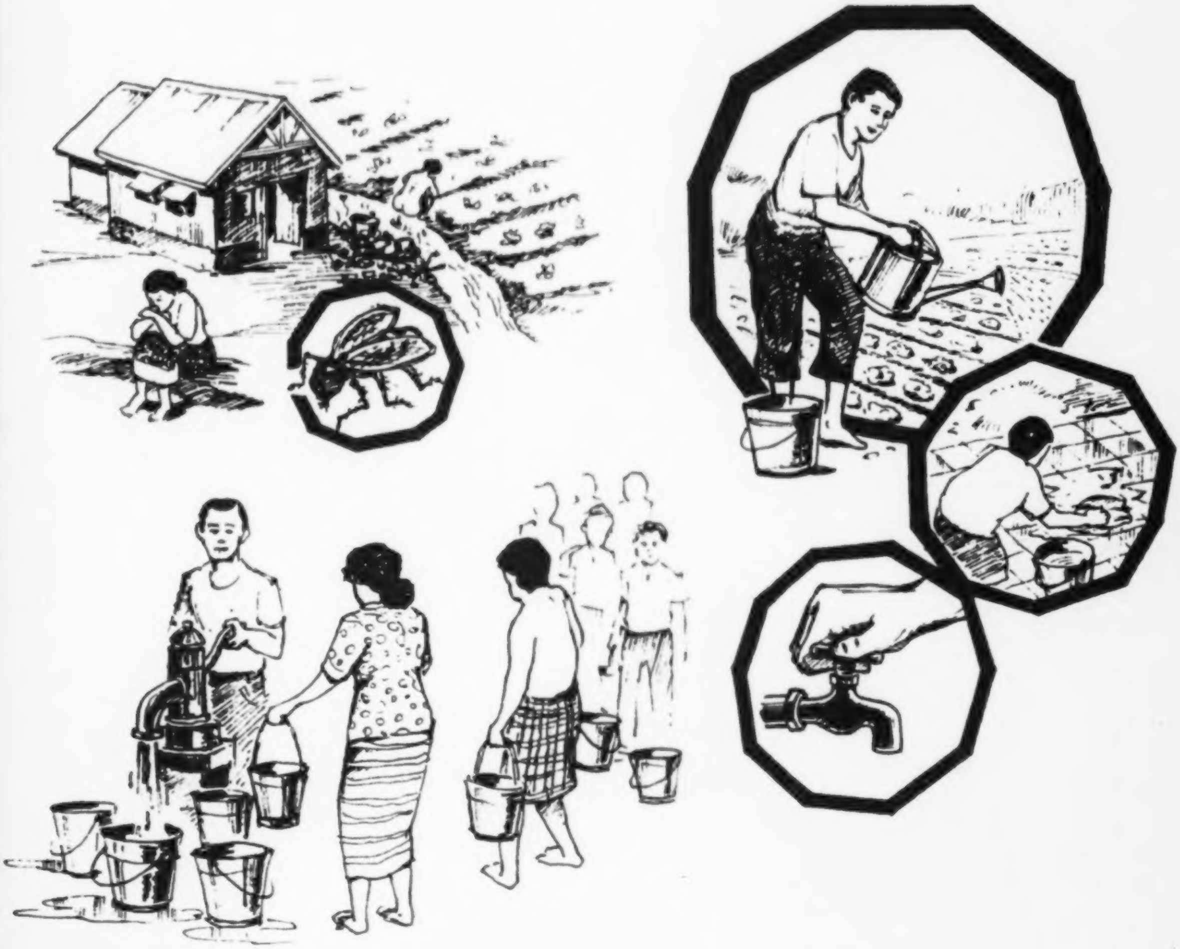








IS THERE ENOUGH WATER FOR EVERYONE?



Title : **Together We Stand**

Target : Semi-Literates

Format : Poster

Objective : To create an awareness among women of the importance of working together.

Material : One poster

Message : Enhancement of women's status.

Women should take initiatives to organise themselves into action groups.

Guide For Facilitators :

1. Ask the learners to display the poster in front of them.
2. Ask the learners to study the poster for about 5 minutes, then have them explain the message which the poster conveys.
3. Encourage the learners to participate and list down the responses on the black board or on a piece of cardboard.
4. Once the responses have been completed, ask the learners to summarise them, leading to the message: "women should organise themselves and work together for their welfare and that of the community."

Evaluation :

1. Ask questions.
2. Study/assess:
    - a. Analysis of the list prepared by each members.
    - b. The summary as given by the learners.
    - c. The learners' eagerness to participate and contribute their ideas.
    - d. The learners' narration of similar experiences.

TOGETHER WE STAND

Title : **Let's Organise Women's Groups for a Happier Community**

Target : Semi-literates

Format : Booklet

Objective : To motivate and at the same time help women to organise themselves into working groups

Material : A booklet

Message : Enhancement of women's status

Women should take initiatives to organise themselves into an action group

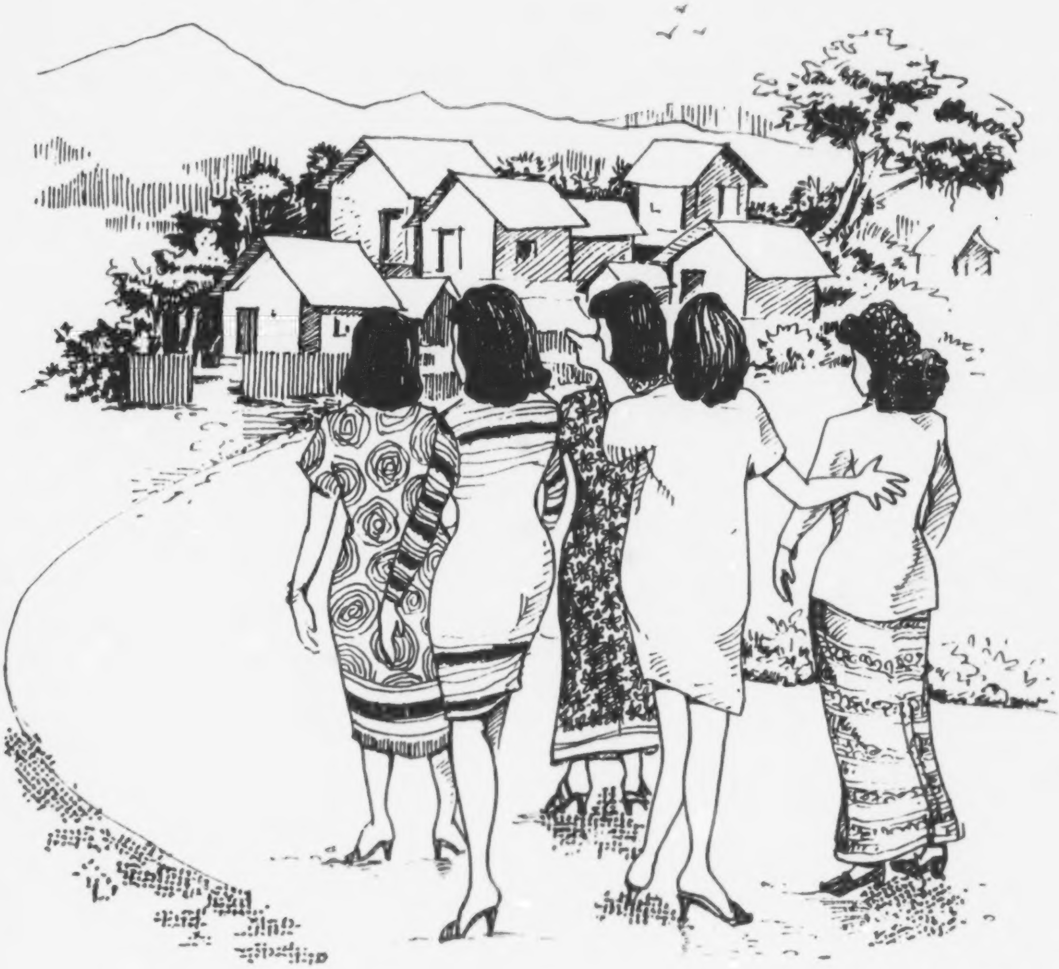
Guide for Facilitators :

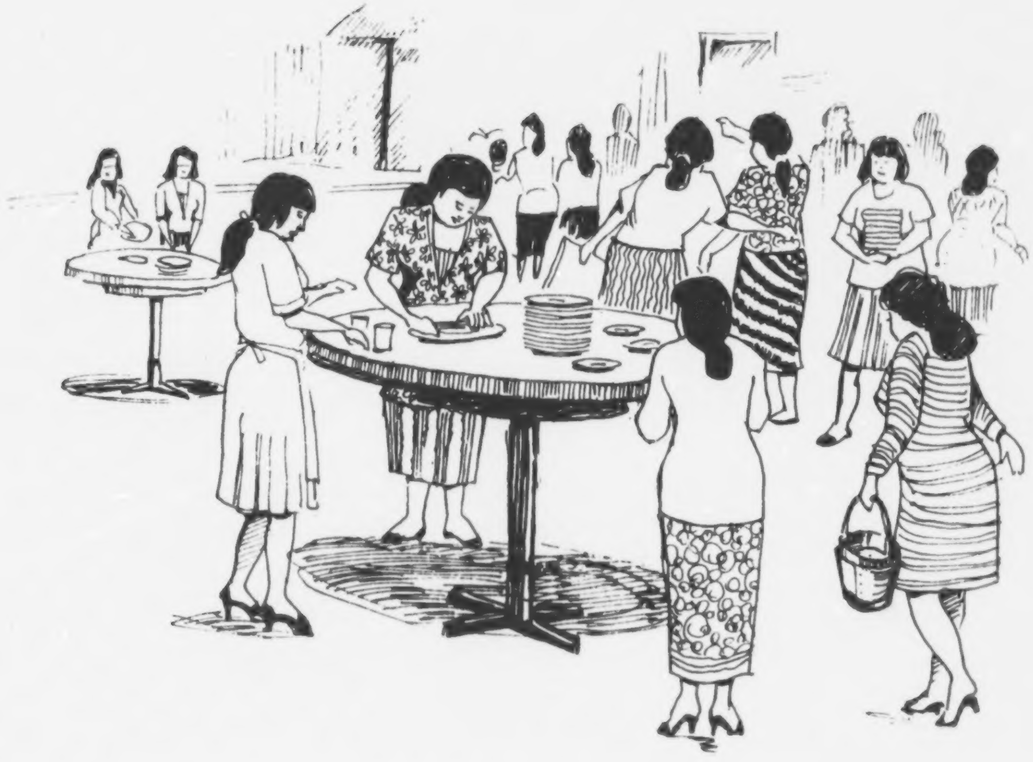
1. Distribute the booklets to the members of the women's group.
2. Summarise the group's earlier discussion concerning the poster and ask for the members' responses again.
3. Encourage the members to participate in the discussion.
4. Establish a relationship between the group's earlier discussion concerning the poster and the booklet.
5. Go through the booklet with the members. Each member may be asked to read a sentence, a paragraph or a page.
6. Encourage each member to discuss issues highlighted in specific pages.
7. Write down the points discussed on the blackboard.
8. When the booklet has been thoroughly discussed, ask the learners to summarise their responses, leading to the intended message: Working together in an organised group will make the women, as well as the community, happier.

Evaluation :

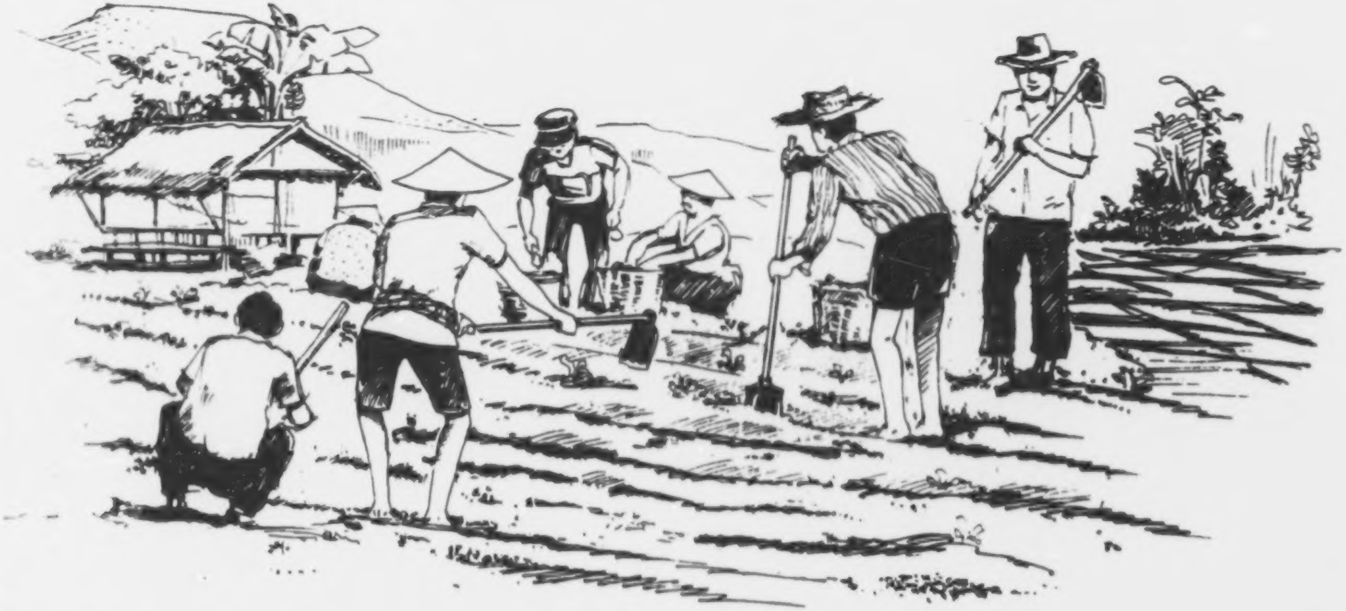
1. Ask questions.
2. Observation.

LET'S ORGANIZE WOMEN'S GROUPS FOR A HAPPIER COMMUNITY

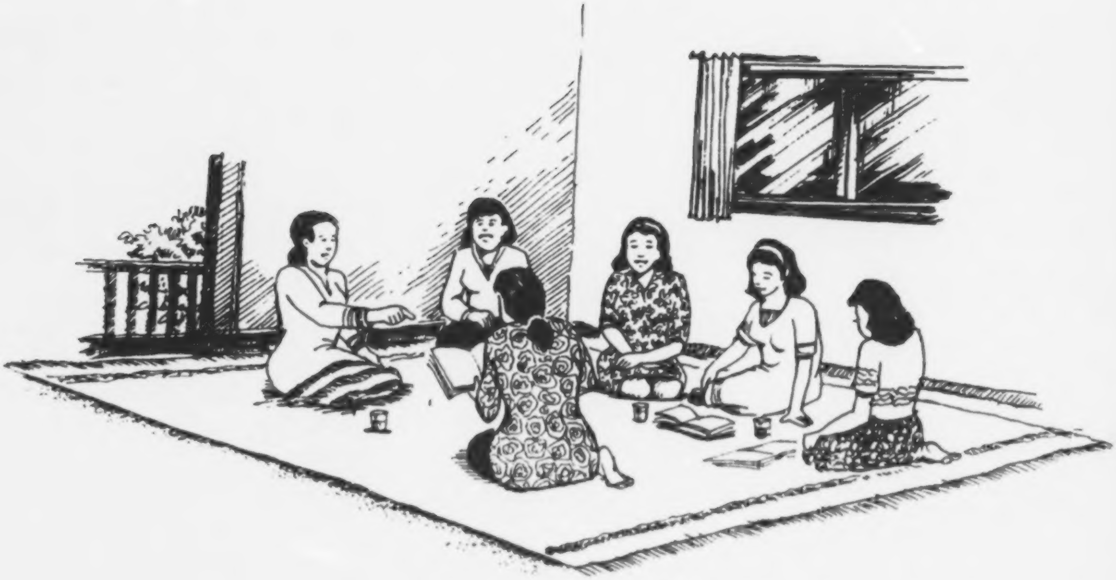




Is there any man in this group ?



The men are working in the farm.
They have no time to help the women to prepare for ceremony.



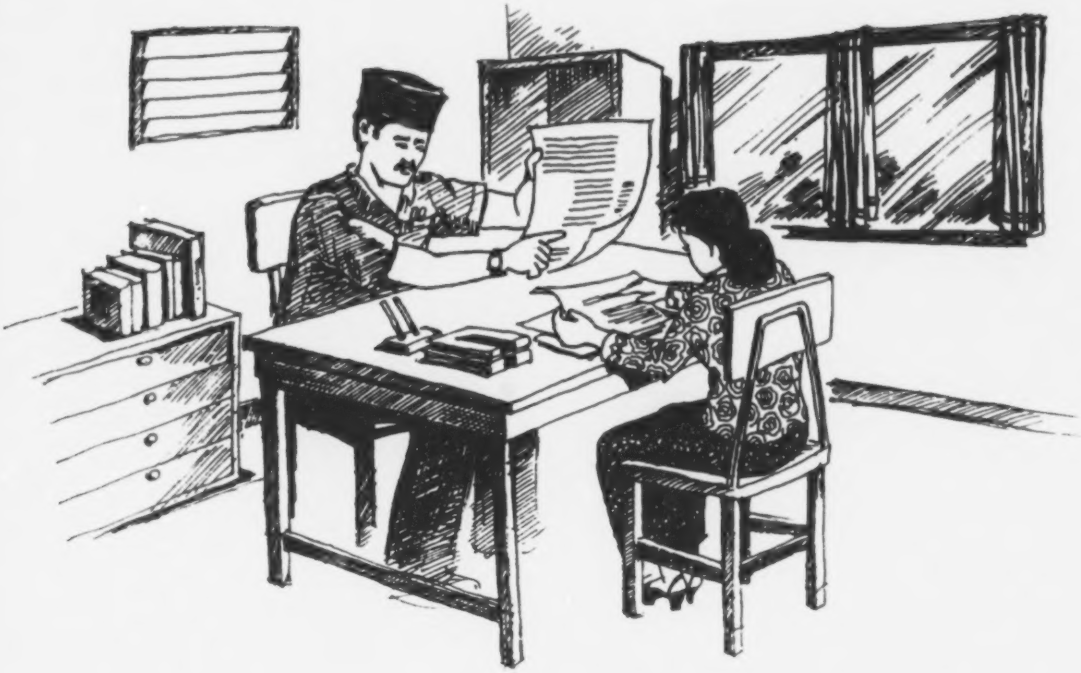
Woman A : We should find a way to improve the chaotic situation !

Woman B : I suggest we ask the men to help us.

Woman C : How ? They are busy working in the farm, they have no time !

Woman D : Maybe, we have to get some advice from the government officer.

Woman A : Yes ! Let me see Pak Maman tomorrow.



Woman A : Good morning, Pak Maman.

Officer : Good morning. What can I do for you ?

Woman A : I need your advice.

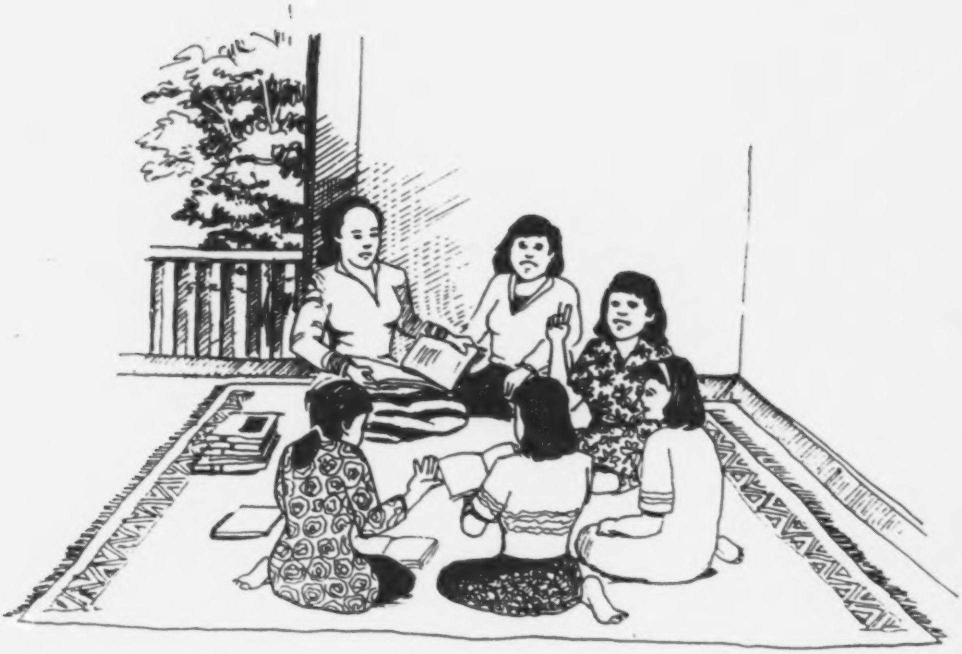
Officer : What is the problem ?

Woman A : Each time we have to prepare for a ceremony, we experience a chaotic situation. How can we solve this problem ?

Officer : Oh ! That is easy.

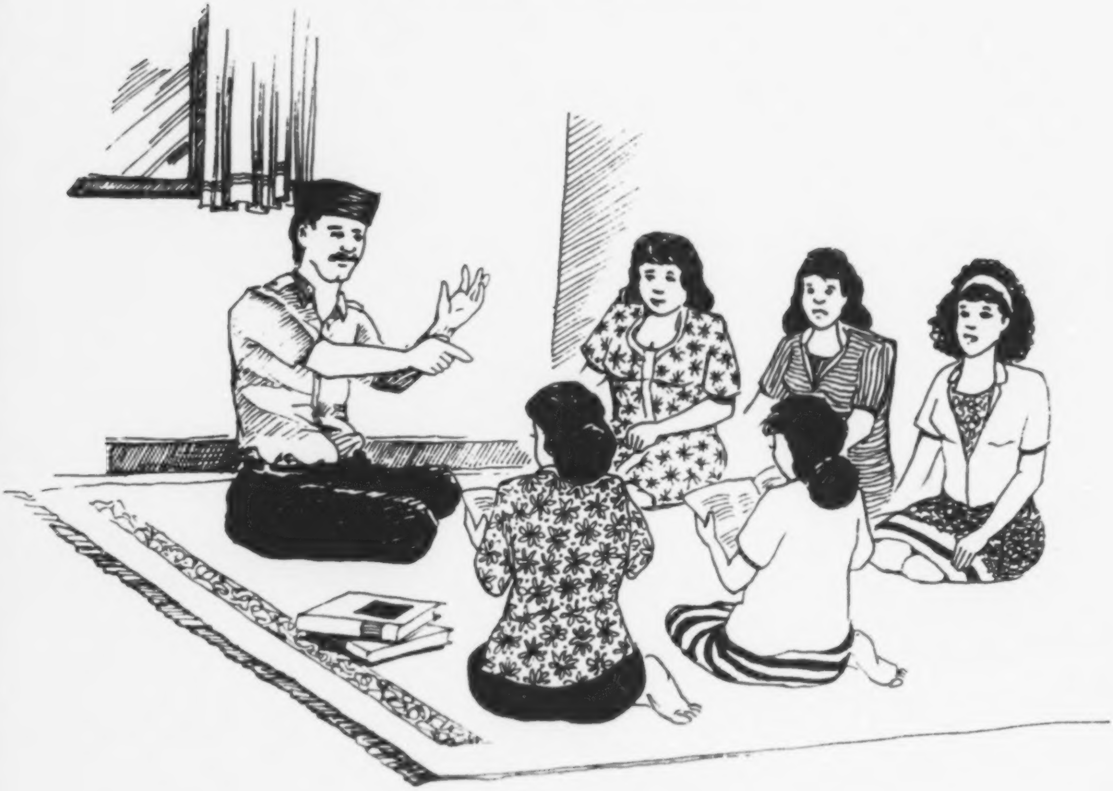
Woman A : How ?

Officer : I suggest that the women in your village get organised into working groups so they can carry out the required tasks systematically.



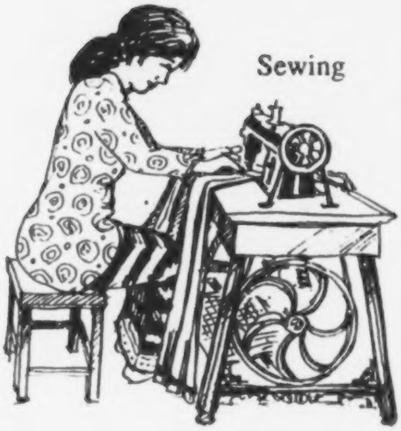
Woman A : I went to Pak Maman yesterday.
Woman B : What did he say ?
Woman A : Pak Maman advised us to form working groups.
Woman C : Is it possible ?
Woman A : Yes !
Woman D : Let's try it. How do we start ?
Woman A : Don't worry, Pak Maman will guide us.

Pak Maman briefing the women.

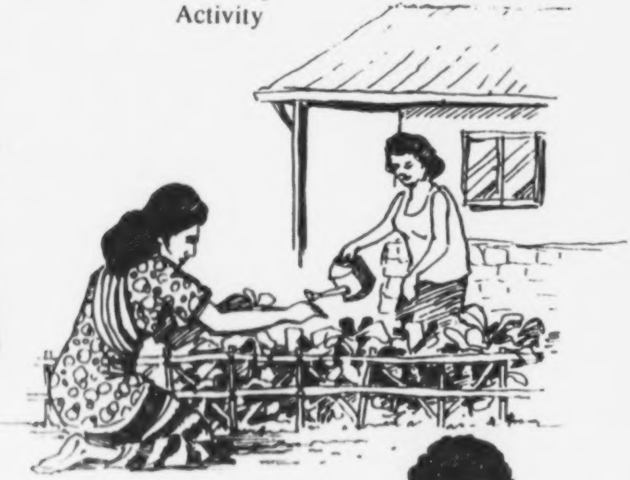


Pak Maman	:	To form a working group, you need to elect a chairperson, a secretary and a treasurer.
Woman A	:	What do we do next ?
Pak Maman	:	Your working group can meet and discuss what activities to carry out and when.

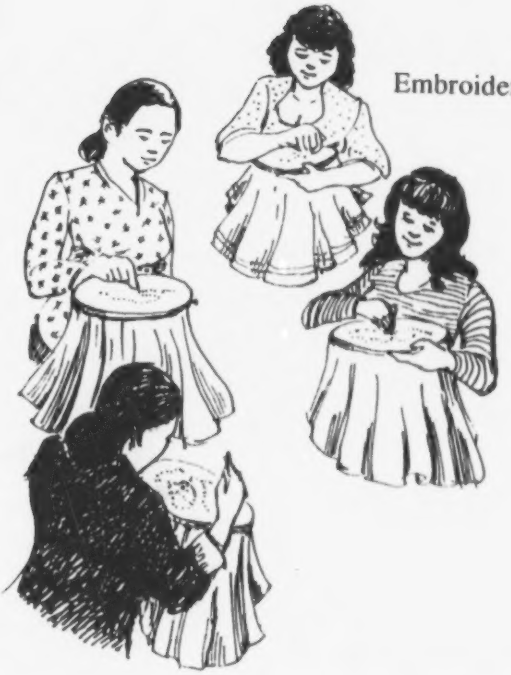
SUGGESTED ACTIVITIES



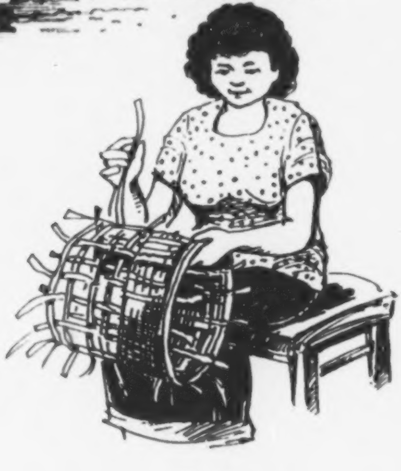
Sewing



Self-Help Activity



Embroidery



Basketry

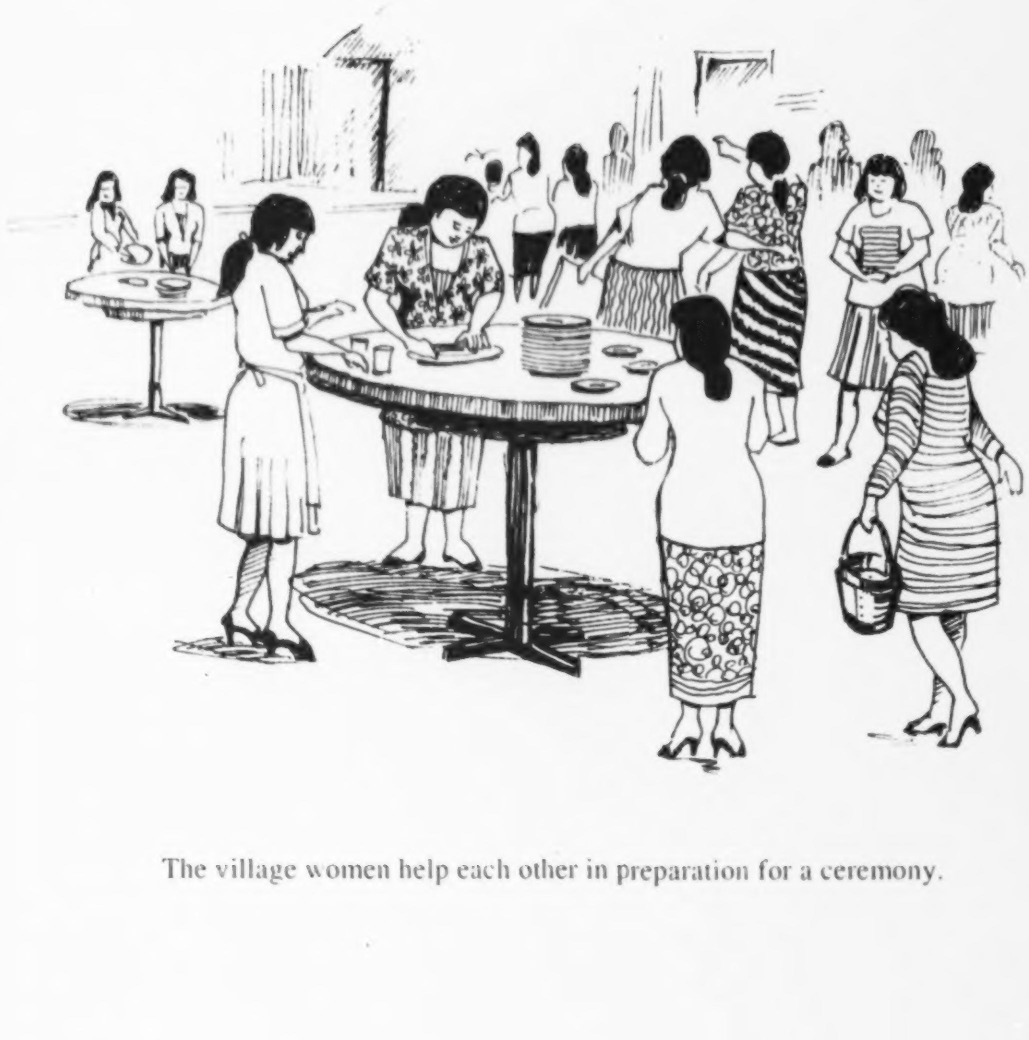
Many activities can be carried out to make the women and the community happier. Here are some examples.

I. Help solve environmental problems.

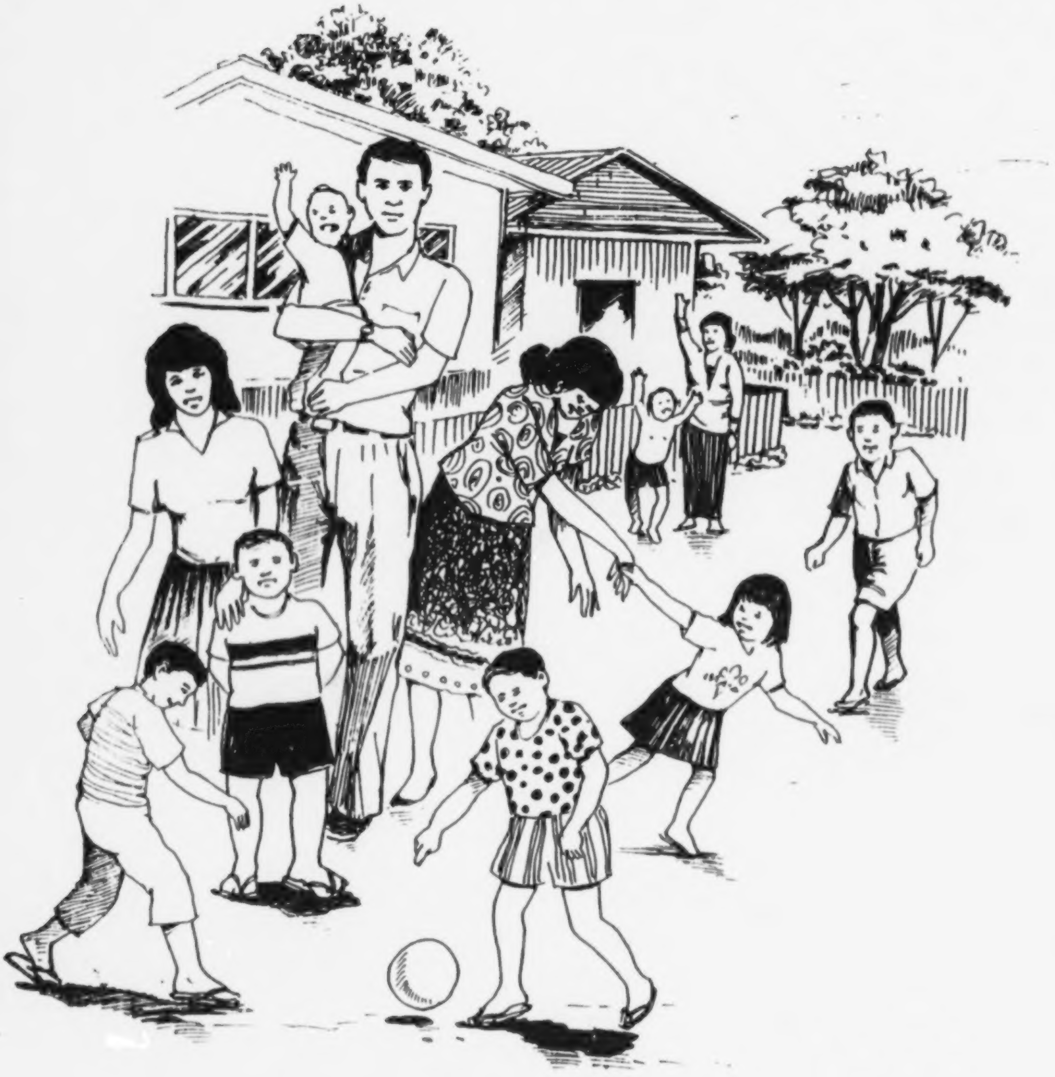
II. Allow the children to pursue higher education so they can have a better quality of life.

III. Learn income-generating projects to increase the family income.

IV. Work towards providing better health services.



The village women help each other in preparation for a ceremony.



The villages are happier now !

SECTION TWO

Materials for
Post-Literacy and
Continuing Education

Card Game on Mother and Child Health Care

Title	:	**Ensuring Health Care for Mother and Child**
Format	:	Game
Target Audience	:	Neo-literate women Out-of-school youth
Materials	:	This game consists of 33 small illustrated cards containing messages on the health needs of women, ante-natal and post-natal care, and available health services and facilities.
Objective	:	1. To make mothers aware of factors which affect their health. 2. To make women aware of health care during pregnancy and after child birth. 3. To make mothers aware of the health needs of children. 4. To make mothers aware of existing health facilities for women and children. 5. To promote women's use of existing health services.

Message : Mother and child health care promotes family welfare.

Guide for Facilitators : (How to play this game)

1. Before starting, show a poster to the group to get everyone's attention. The poster is of two families – one small and the other large. Ask which family size is better. On receiving a response, explain the objective of the game, which is to get to know about health and child care messages.

Explain the nature and the rules of the game, which are as follows:

1. This is a card game.
2. The learners should be able to match the two cards in the pack with the same message written on them.
3. The game can be played by four persons only.
4. The instructor shuffles the cards and gives each player eight cards, except for one who is given nine cards.
5. The game starts with the player who has nine cards. She puts down one card containing a message. Proceeding clockwise, the next player takes her turn. If she has the matching card, she puts it down to make a pair of matching cards and gets one point. If she does not have the matching card, she simple says "pass" and the next player takes her turn and so on.
6. A red-edged card can match only with another red-edged card, and so on.
7. A player who mismatches the cards loses a point.
8. The winner is the player who makes the most points by correctly matching the cards.
9. The game ends when all the cards except one have been matched.
10. The last card shows a small, happy family.

Evaluation

1. Observe the players as they play the game. Their involvement demonstrates the game's usefulness.
2. Display the poster that was shown before starting the game. Ask the reasons why one family is happy while the other family is unhappy.

Some suggested questions are given below:

a) How do you like the game ?

b) What care should be taken during pregnancy and after child birth ?

c) What is a balanced diet for a pregnant mother ?

d) What are the needs of children ?

e) What supplementary foods should be given to children and at what age ?

f) What is the right age at marriage for girls and why ?

g) What is the ideal birth interval between children ?

h) What health services/facilities are available for mother and child care ?

i) What role can the fathers play in child care ?

j) Which factors discussed in the game contribute most to family happiness?

To sum up, display a poster containing messages concerning the right age at marriage, the ideal birth interval between two children, a balanced diet for women, and a small family norm (showing as well the picture of a happy family).

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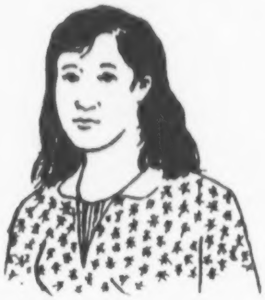
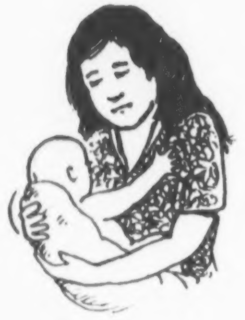
MOTHER AND CHILD CARE FOR A HAPPY FAMILY

CARD GAME ON MOTHER AND CHILD HEALTH CARE



Girls who marry before the age of 18 put their health at risk.



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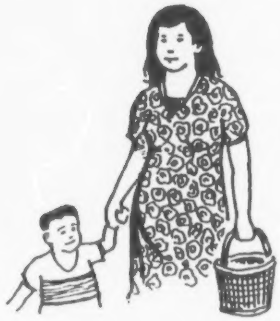
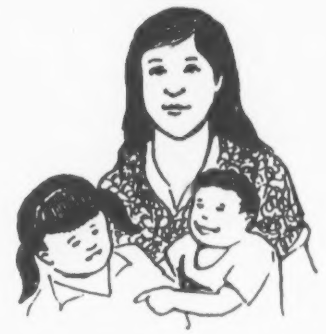


The ideal birth interval between two children is 3 years.



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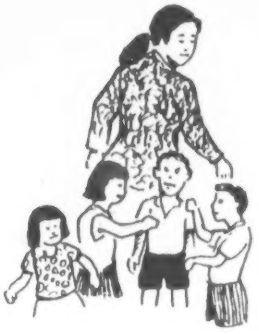
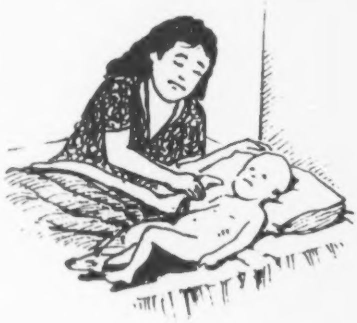


Frequent child birth affects the health of both mother and child.



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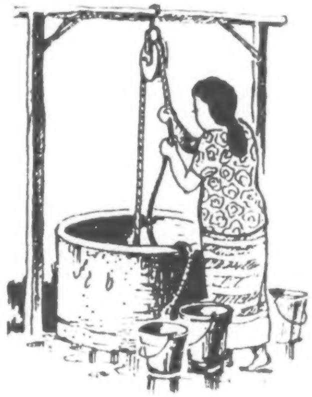
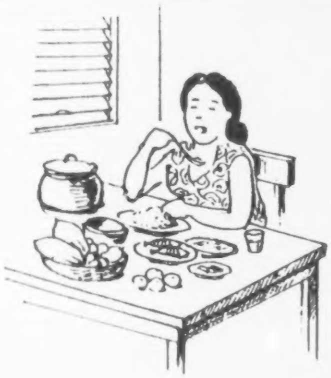


Women work as hard as men, so they need equally nutritious food.



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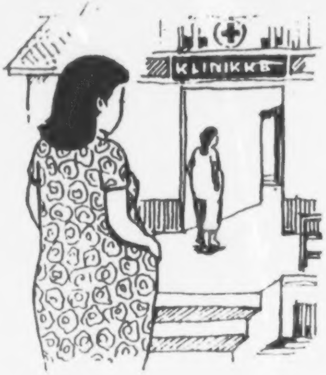
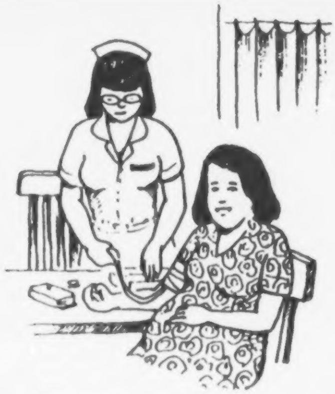


Regular check-ups during pregnancy ensure safe delivery and prevent complications.



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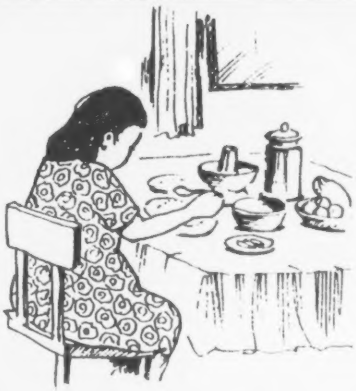
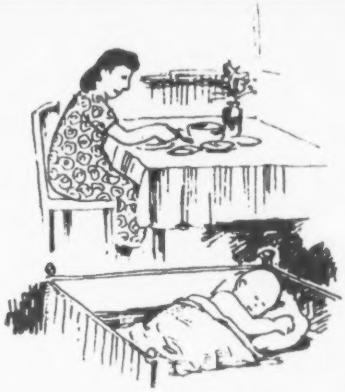


During pregnancy and after delivery, mothers need more nutritious food.



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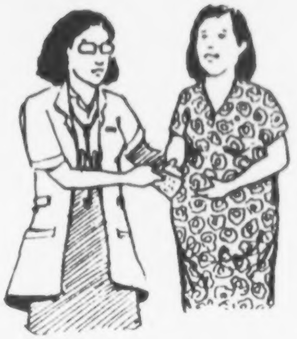
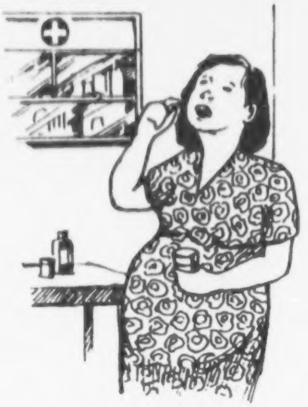


Pregnant women should take iron folic acid tablets everyday.



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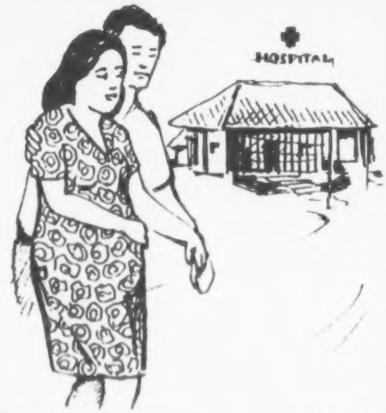
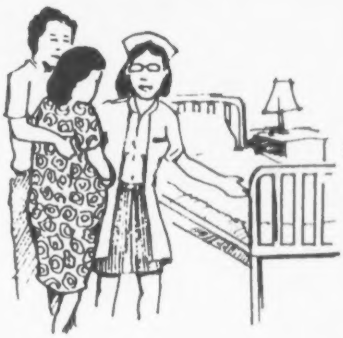


Doctors/nurses or trained traditional midwives should administer child birth.



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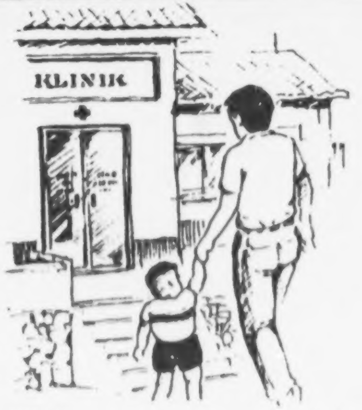
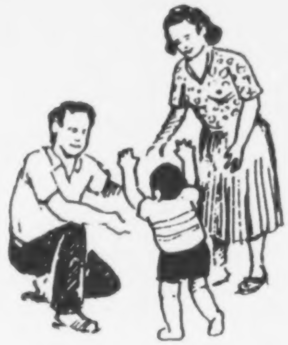
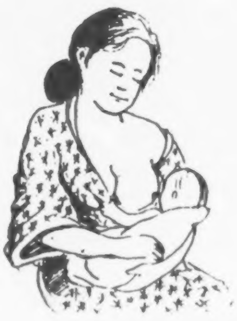


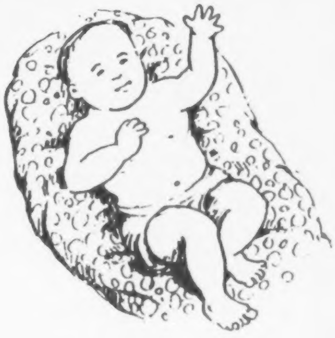
Child care is a joint responsibility of husband and wife.



Child care is a joint responsibility of husband and wife.



Mother's milk is the best for the baby.



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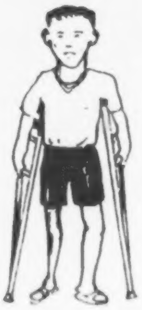
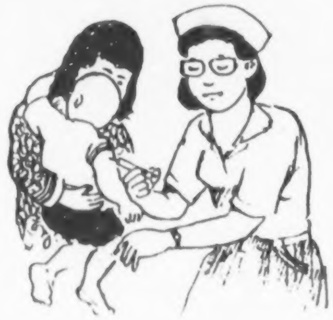


Get your child immunised to prevent serious childhood diseases.



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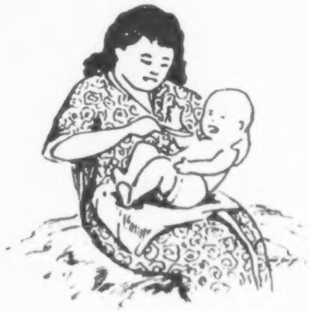
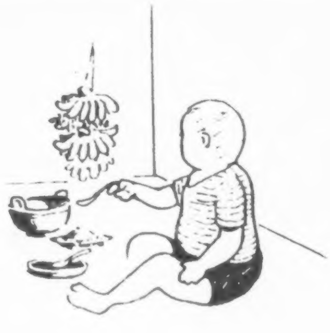


From the age of four months, give your child supplementary foods, in addition to breast-milk.



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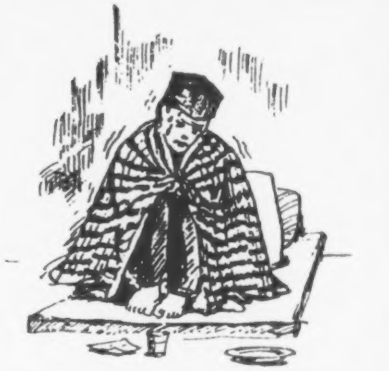
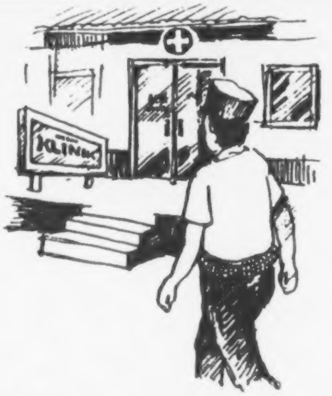


If you have any health problem, go to a public health centre and consult trained doctors/nurses.



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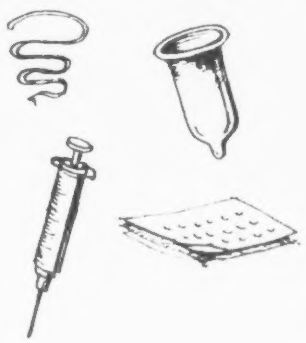
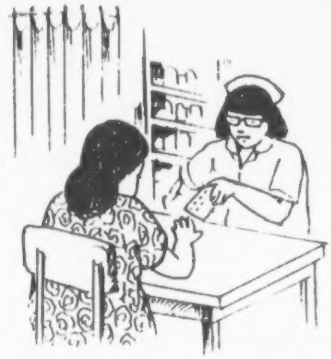


For information on family planning methods and their use, go to a family planning clinic or a public health centre.



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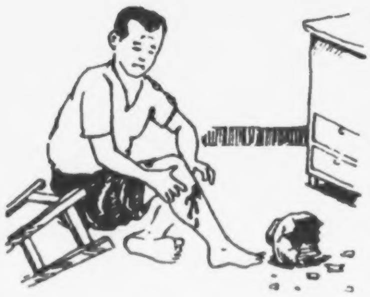
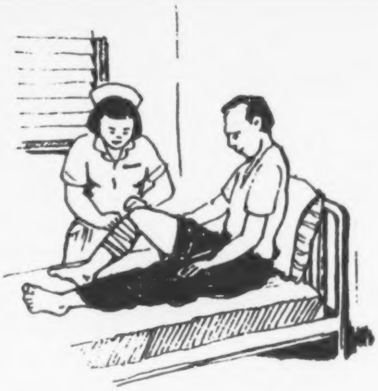


Health extension workers can help you with common health problems.



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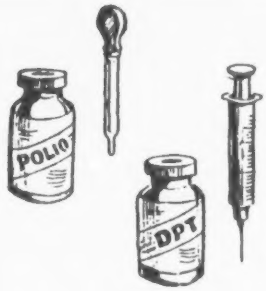
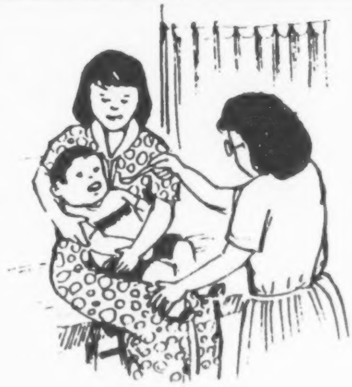


Immunisation is done at all family planning clinics and public health centres.



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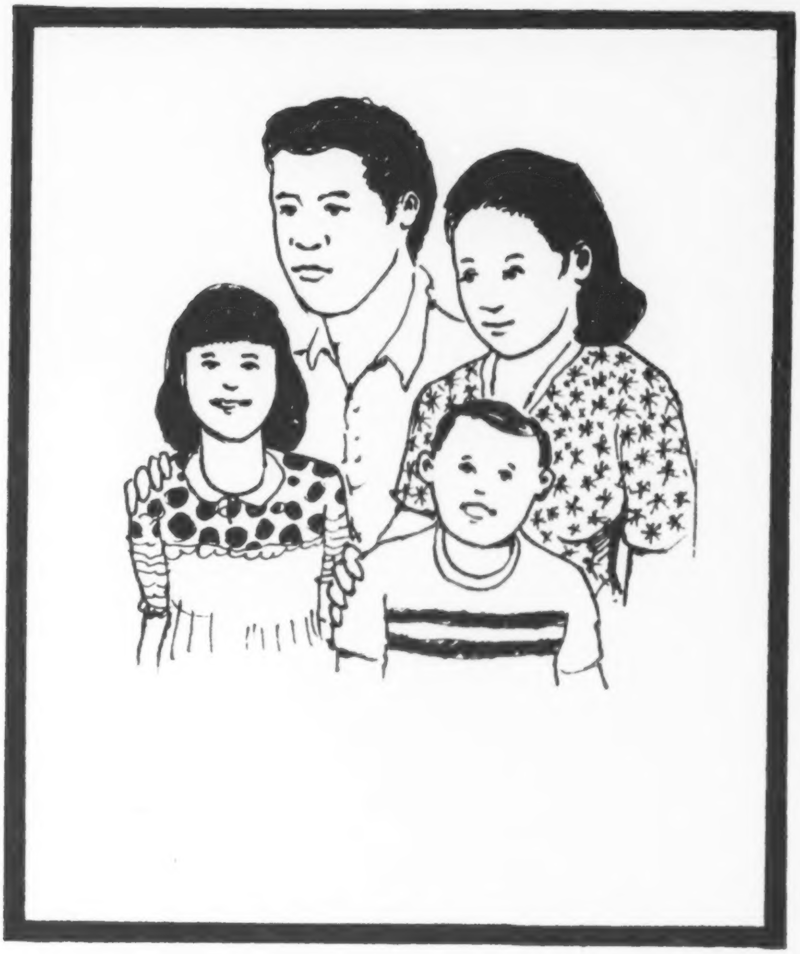


Note : The messages can be adopted to suit local needs. As a variation of this game, write half of a message on one card and the other half on another card. When these two cards are matched, the message is completed and the player who is able to do this is given one point.

User's Guide

Title : **Story of Tuti**

Target Audience : Neo-literates (level 3)

: between 15 and 35 years of age

Presentation : NFE learning centres

Time required : Two hours

Objective : At the end of the learning session, the learners should be able to explain:

1. the advantages of child spacing.
2. the ideal age interval between two children when child spacing is practised.
3. the disadvantages of having closely spaced child births.
4. the health benefits of child spacing.
5. the different ways of practising birth spacing.
6. who provides family planning and other health services.

Message : Children can be spaced:

a) The age interval should be at least three years.
b) Child spacing naturally leads to a smaller family size.
c) Child spacing promotes better health for mother and child.
d) There are several ways by which child spacing can be adopted.

Guide for Facilitators :

1. Peer teaching
2. Reporting
3. Discussion (using a question-answer format)

1. Peer Teaching

Divide the class into small groups of 4-5 persons each. Ask the groups to take turns in reading the Story of Tuti page by page.

2. *Reporting*

Have a representative from each group report to the class the reasons why Tuti dropped out from school.

3. *Discussion*

a) Ask the class to explain the message

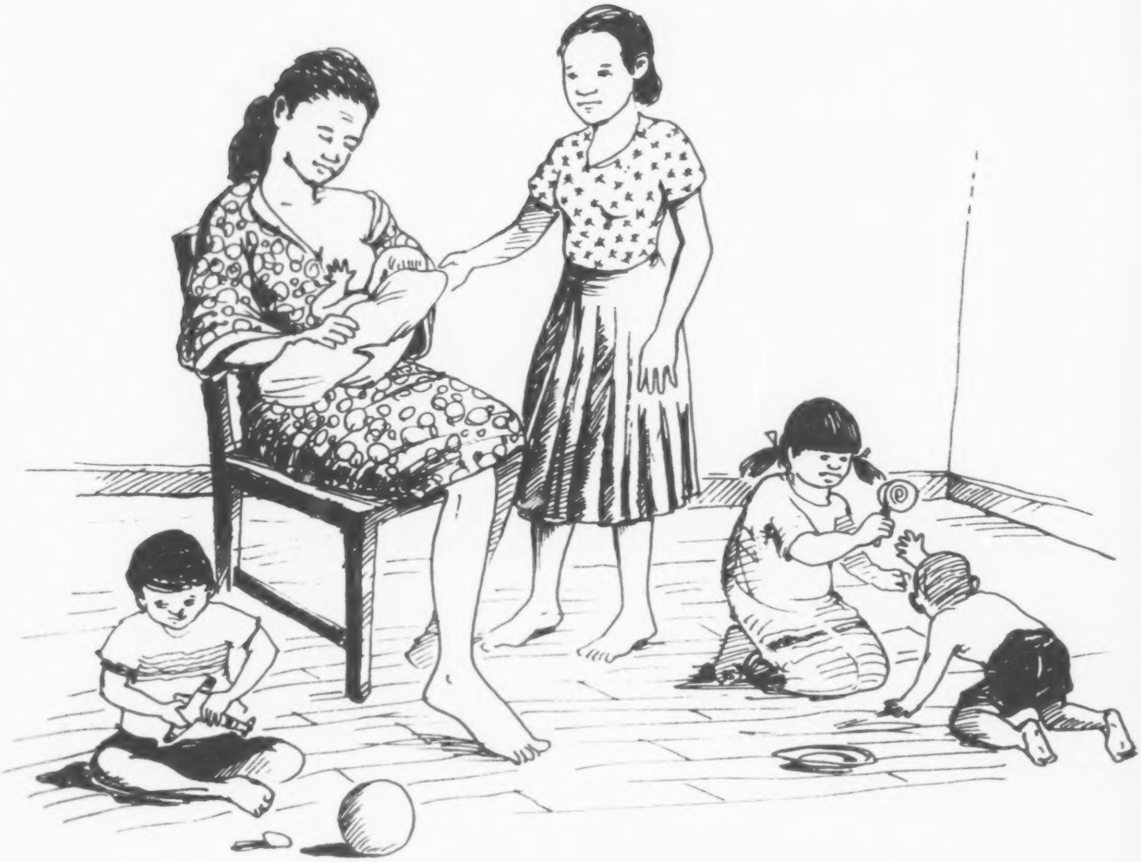
b) Ask the class to answer the following questions:

- Does anyone in the class have frequent pregnancies ?
- What problems did you face ?
- Who among you have spaced children ?
- How did spacing affect your life ?
- What is the title of the booklet ?
- What is the booklet about ?
- Who suffered from yearly pregnancies ?
- Why did Tuti drop out of school ?
- What new information did Tuti receive at the village learning centre?
- At what age did Tuti get married ?
- What is child spacing ?
- How many years should there be between two births ?
- What happens to a mother if she is pregnant frequently ?
- What are the ways of practising birth spacing ?
- Who provides FP/MCH services ?
- Where are they available in your area ?

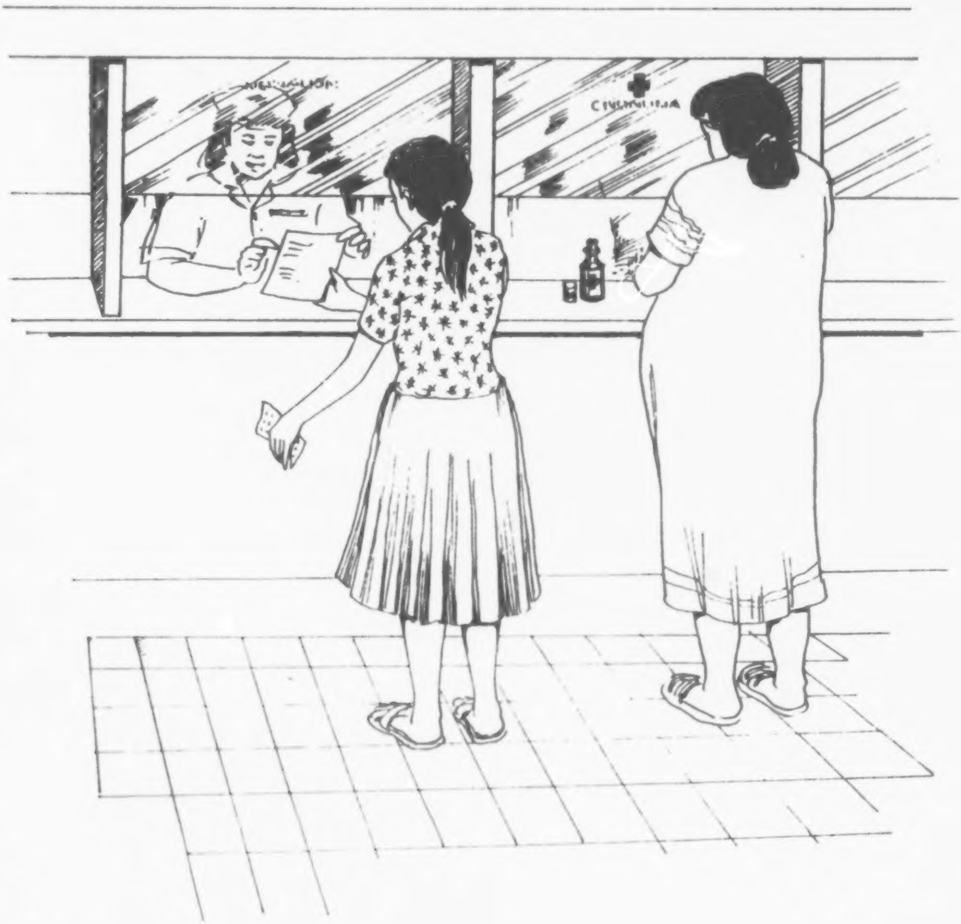
Testing the learners' understanding

Ask the participants the following questions to assess their understanding, as well as to evaluate the teaching method.

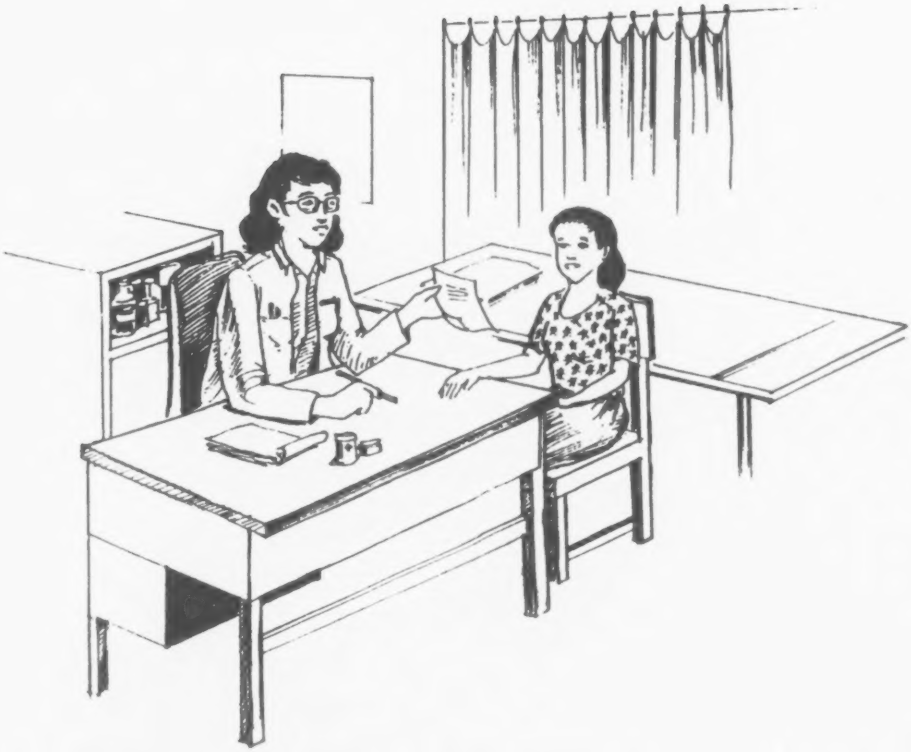
STORY OF TUTI



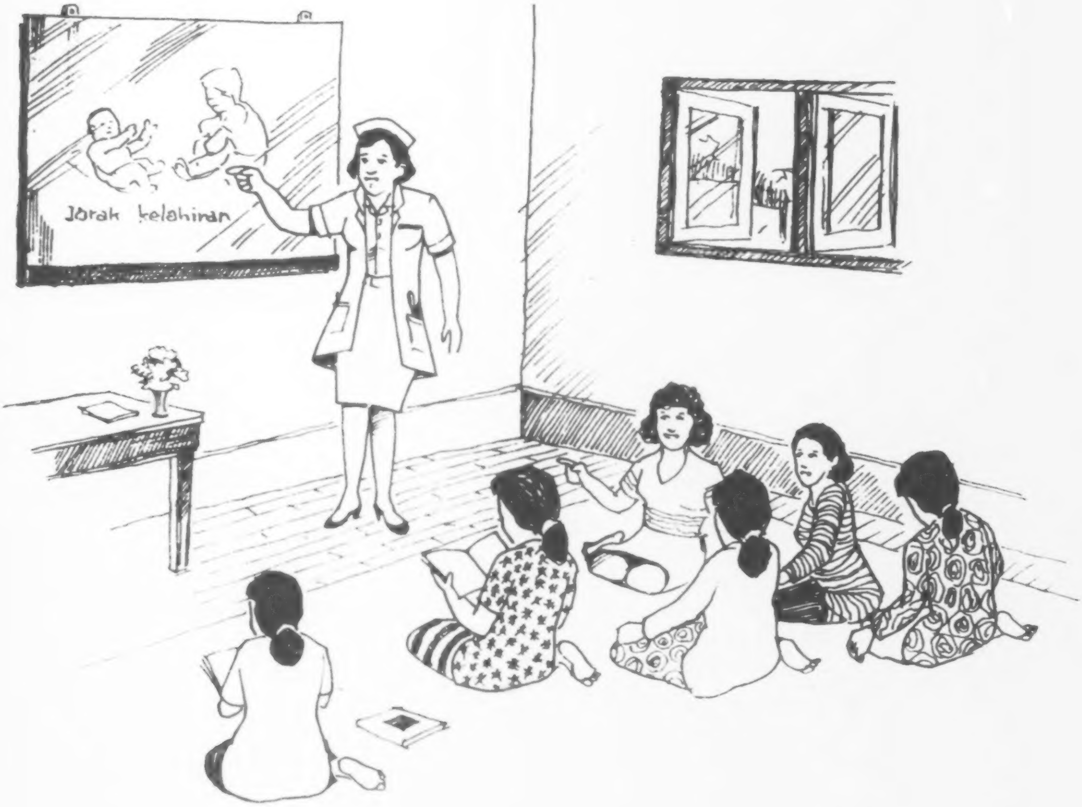
There was a girl in Mekar Sari Village named Tuti . Five years ago she dropped out of grade three because she looked after her brothers and sisters, as her mother's health became poor due to frequent pregnancies.



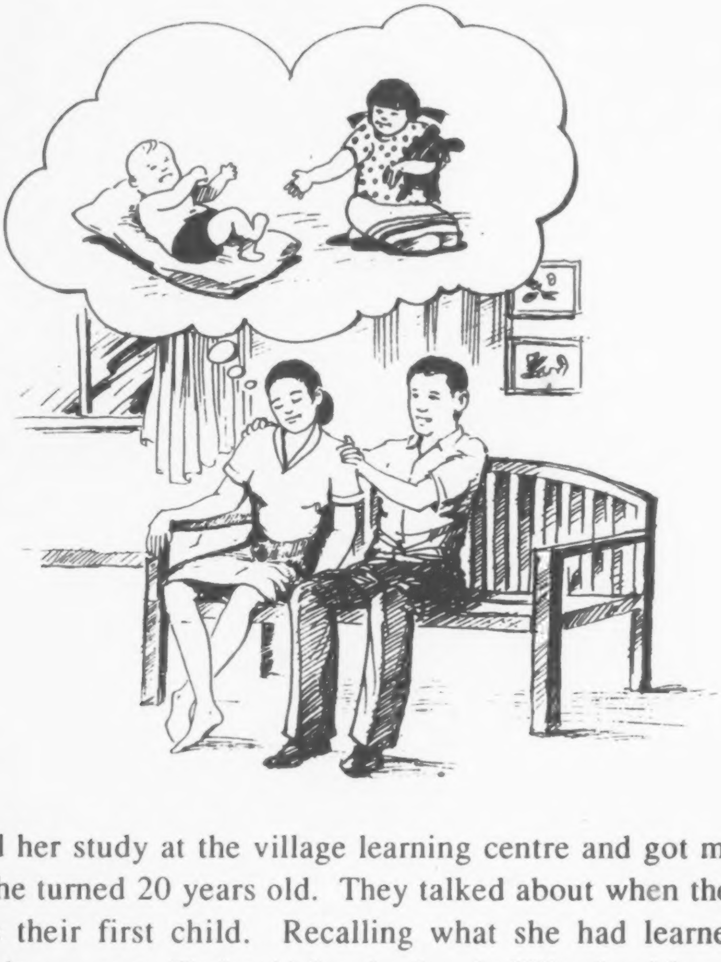
One day Tuti had a fever. She went to the health centre. The doctor gave her some tablets. He wrote instructions on when to take the tablets and told Tuti to come back after three days.



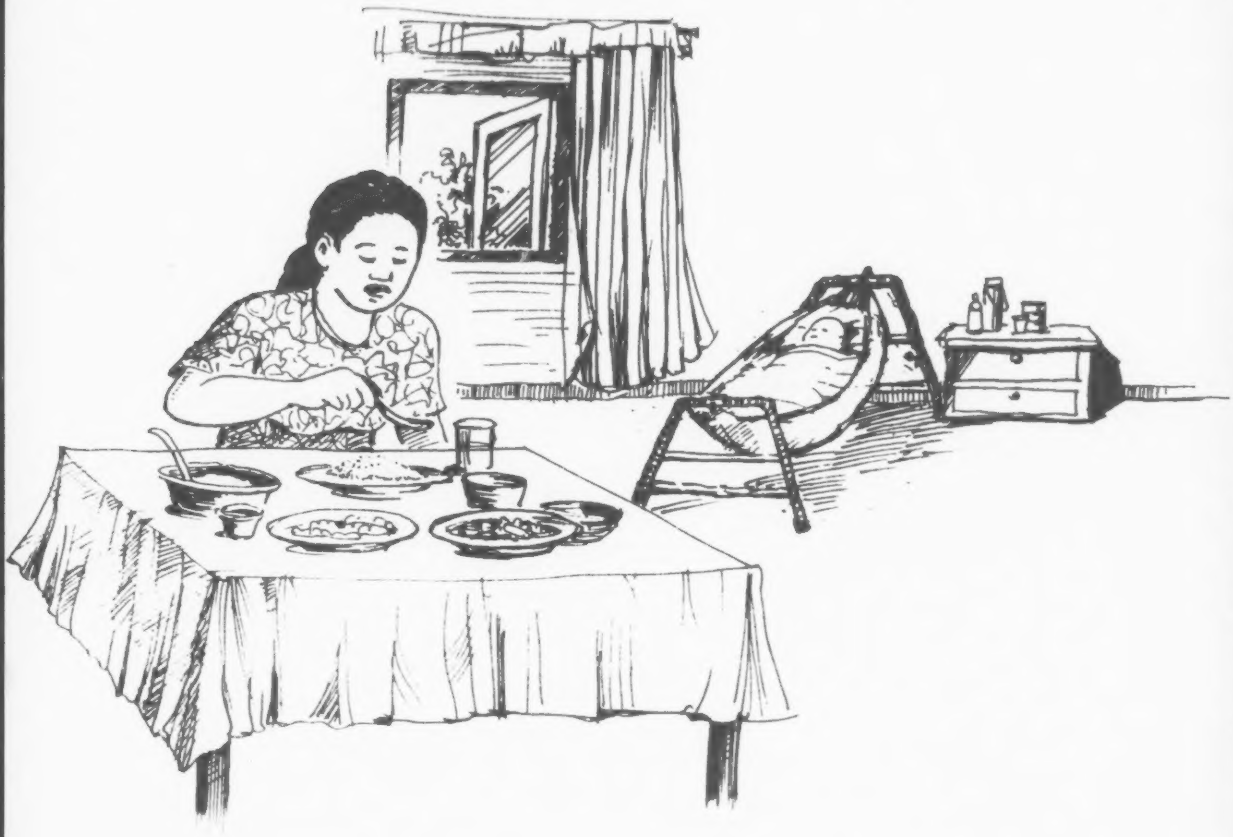
Tuti could not read nor write. She took the tablets are at one time and became seriously ill. She went back to the doctor and reported what she had done. She recovered after the doctor's treatment. The doctor advised her to study at the village learning centre. She thus realised how important education is.



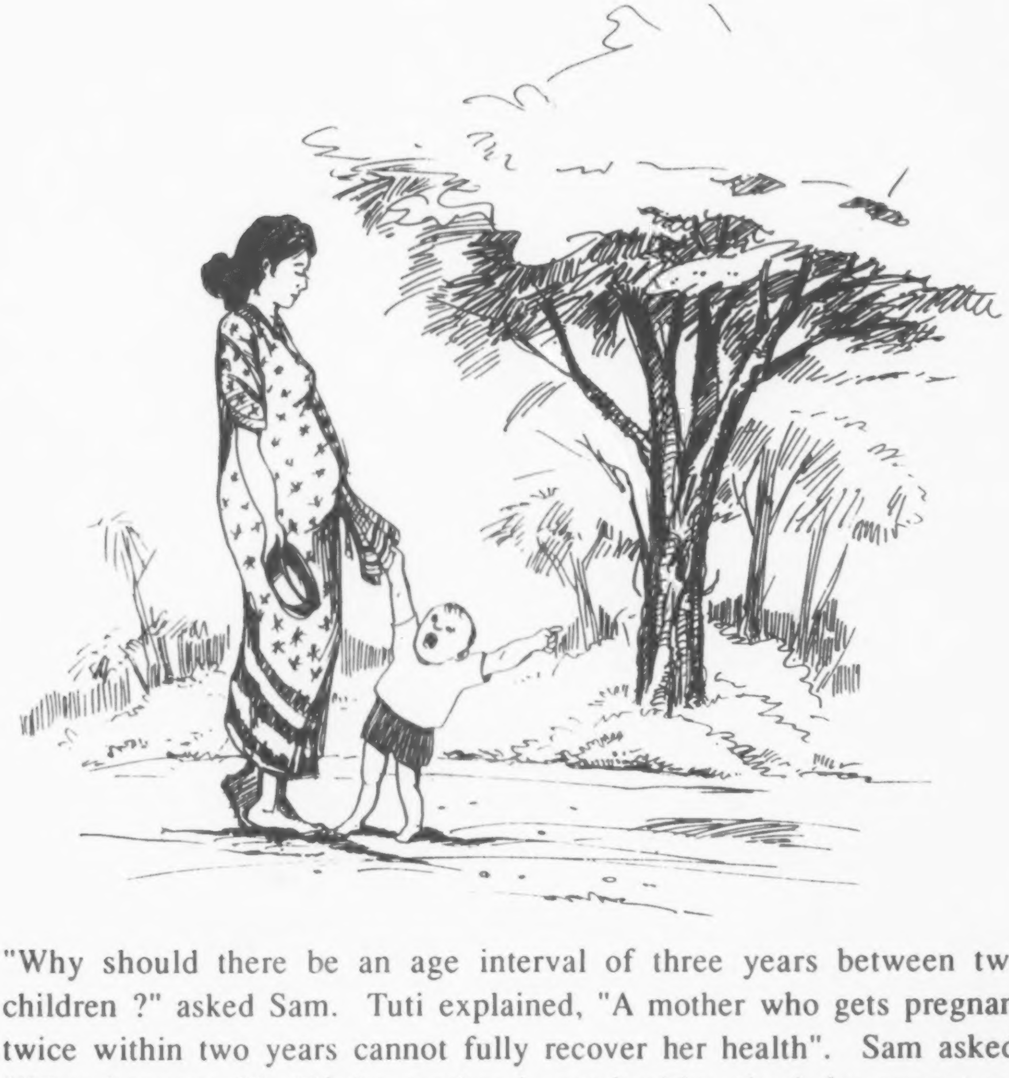
Tuti started to go to the village learning centre. There she learned many new things, including child spacing. She thought this very important in the light of her mother's experience.



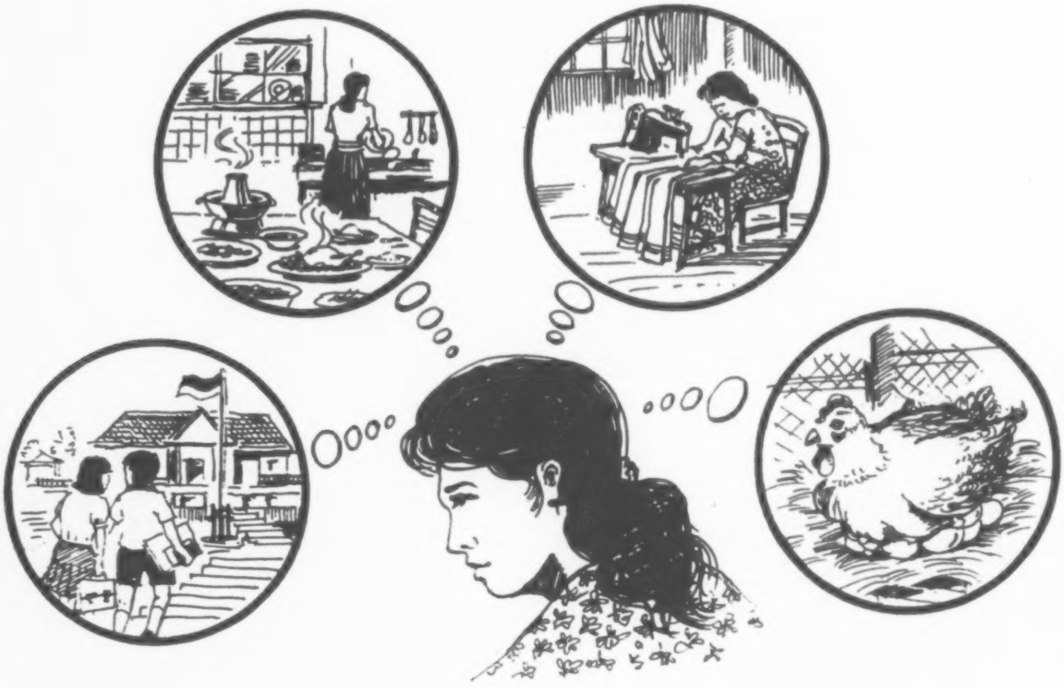
Tuti finished her study at the village learning centre and got married to Sam when she turned 20 years old. They talked about when they would like to have their first child. Recalling what she had learned at the village learning centre, Tuti told her husband, "We should not have a child immediately so we can have enough time to know each other better". They also talked about the size of the family. Sam asked about the second child. Tuti said, "We should have a three-year interval between childbirths. That will be good for the health of both mother and child."



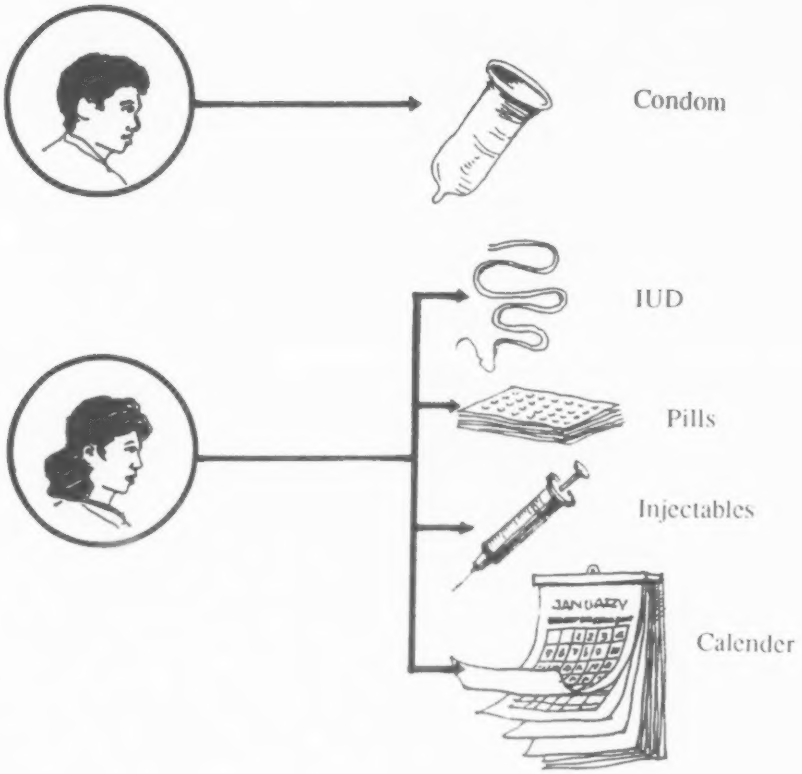
Sam became interested in what Tuti was saying. He wanted to know more about child spacing and requested her to explain further. Tuti explained what she had learned from the village learning centre. "After giving birth, a mother needs two years to recover her health. During this time she needs to eat more nutritious foods".



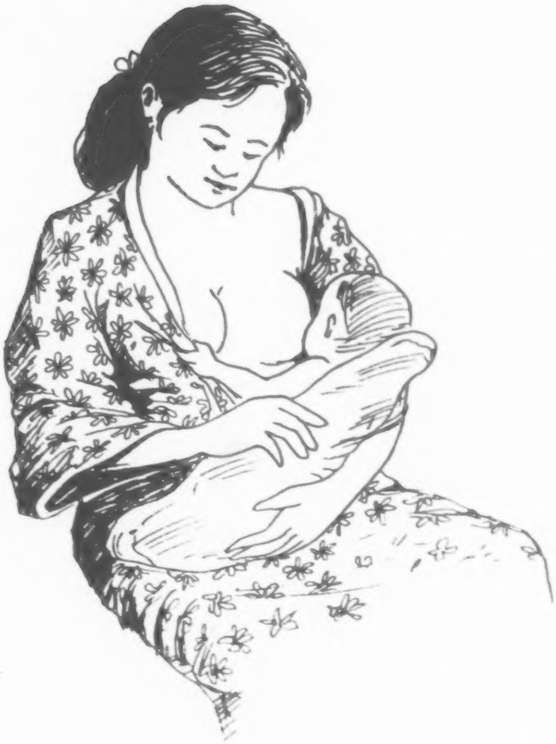
"Why should there be an age interval of three years between two children ?" asked Sam. Tuti explained, "A mother who gets pregnant twice within two years cannot fully recover her health". Sam asked, "What happens ?" "If the mother is not healthy, the baby cannot get enough food from her. Neither can she care for the baby. Thus, the baby becomes unhealthy. A mother who is weak and unhealthy cannot take good care of her other children either. Her breast milk supply will not be sufficient."



Sam was getting the point. He said, "A mother whose children are properly spaced will have more time for herself and her family, am I right ?" Tuti replied, "Yes". She further explained, "She will have time to engage in income-generating activities. This will increase the income of the family. She can provide her family with nutritious food and better clothing. The children can be sent to school. The family can have better health and a better future."

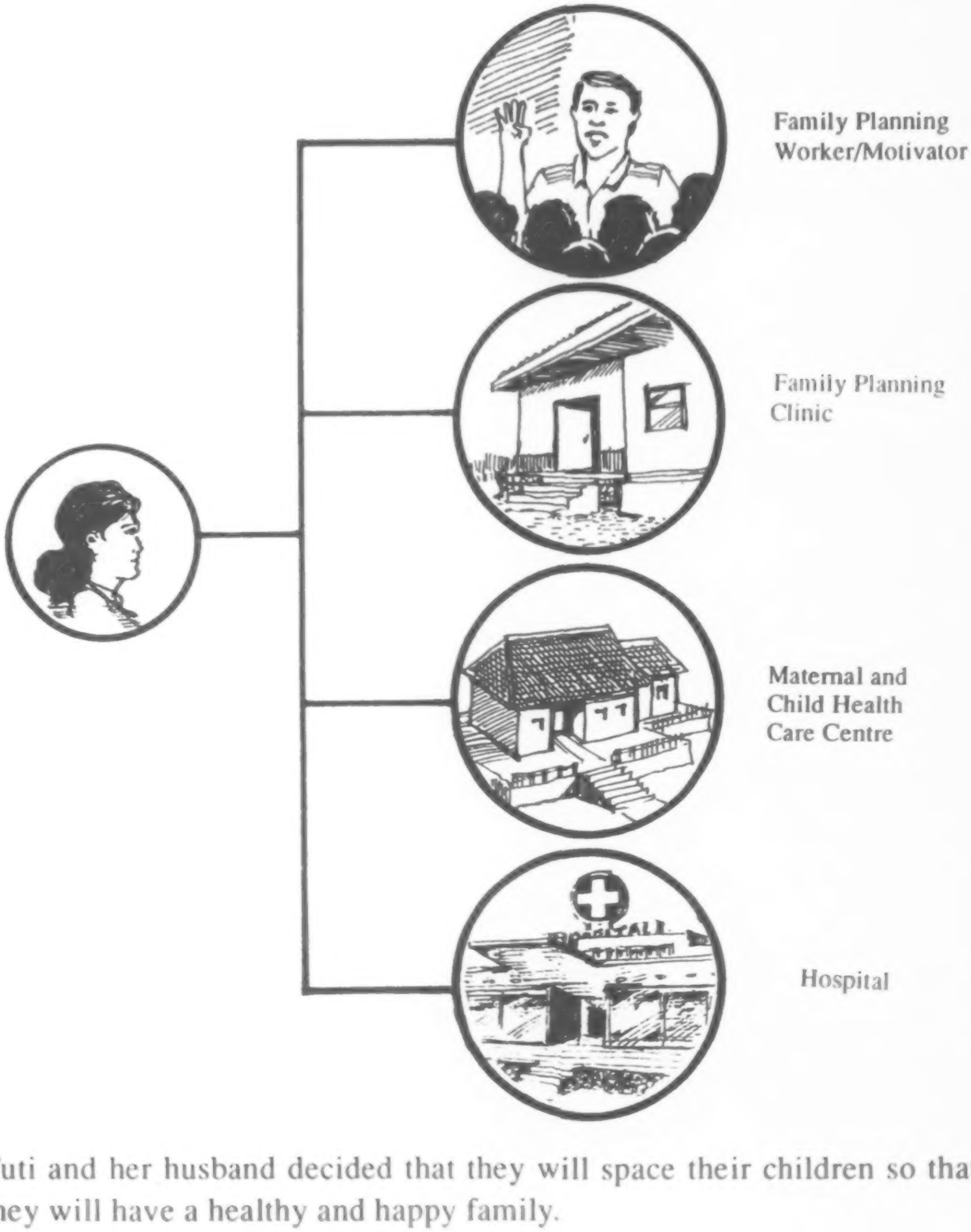

Condom
IUD
Pills
Injectables
JANUARY
Calender

Tuti's husband realised the importance of child spacing. He asked Tuti how they can practise child spacing. Tuti explained the different ways to prevent pregnancy. "We will consult a doctor and ask for advice on family planning methods."



Tuti cited breastfeeding as another way of prolonging the space between births. A mother who breastfeeds is not likely to become pregnant soon, unlike a mother who does not breastfeed.

Tuti's husband asked where they could obtain information and services about family planning methods. Tuti showed him a poster that contained these details.


Family Planning Worker/Motivator
Family Planning Clinic
Maternal and Child Health Care Centre
Hospital

Tuti and her husband decided that they will space their children so that they will have a healthy and happy family.

Title : **Marry At the Right Age**

Learning Material : Flip Chart (8 charts)

Target Audience : Neo-literates (adults)

Objectives : To motivate the target audience and make them understand the importance of the right age at marriage; to develop an awareness and understanding of the advantages of delayed marriage.

Message : The right age at marriage for women is 21 years old, and 25 for men

Guide for Facilitators : Explain the objectives of the learning material.

Ask the class about the right age at marriage.

Ask the class to read the title and the charts one by one, calling attention to those which they do not understand.

Ask questions about day-to-day experiences that are related to the contents of the charts.

Have separate group discussions about the message in the charts for about 5 to 7 minutes, and provide help when needed.

Ask them to state the message. If they cannot do so satisfactorily, help them.

Allow the learners to further read/study flip charts on their own.

Evaluation Questions : Can you plan your age at marriage ?

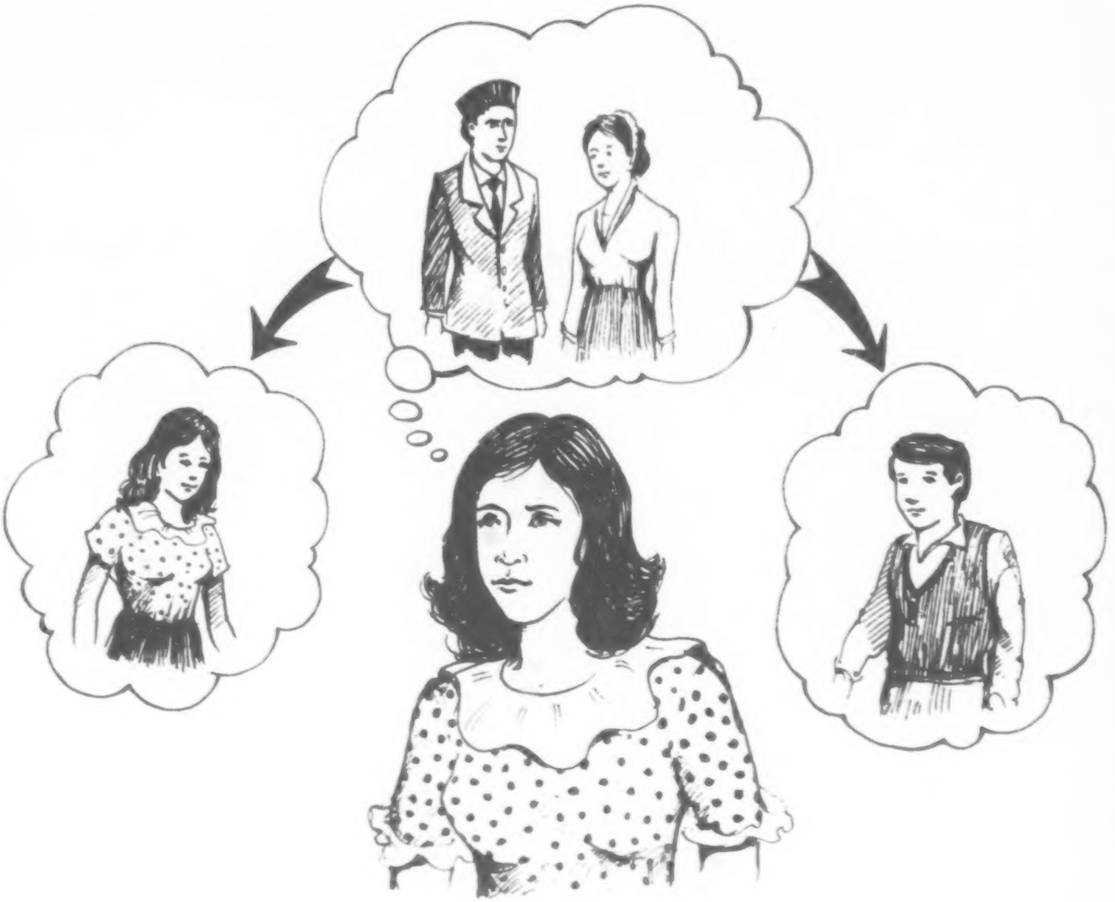
What did you learn from this learning material ?

What does readiness for marriage mean ?

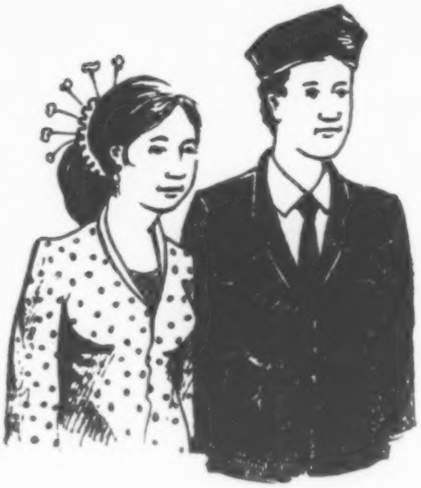
What have you decided will be your age at marriage ?

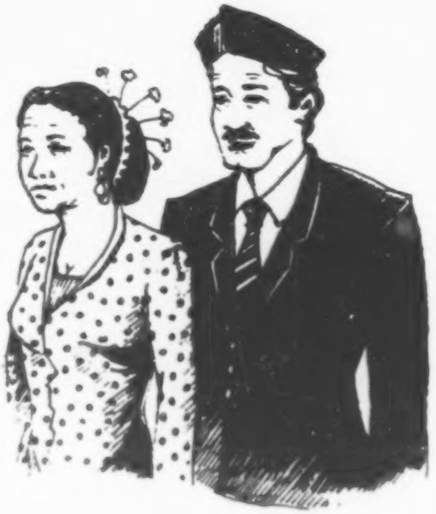
Are you ready for a married life ?

"MARRY AT THE RIGHT AGE"

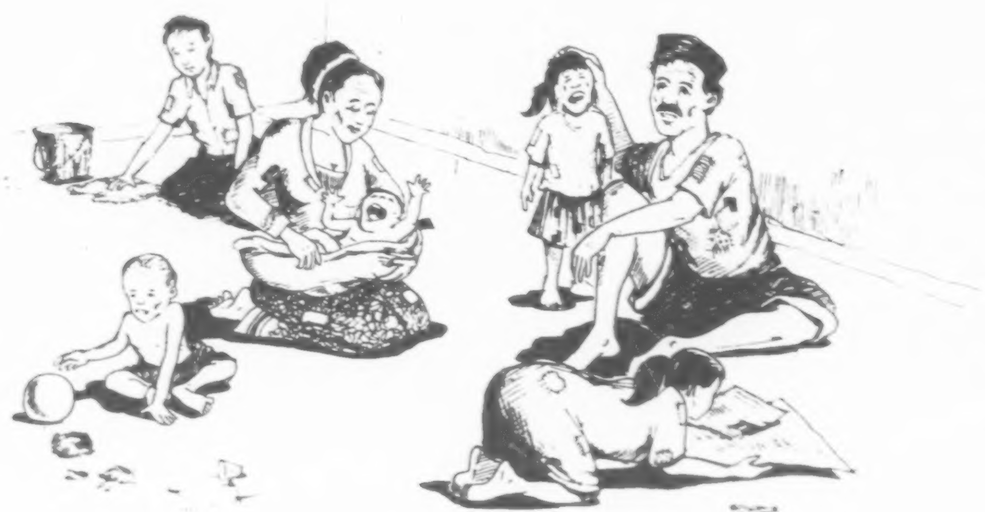


Do you think you are at the right age for marriage ?

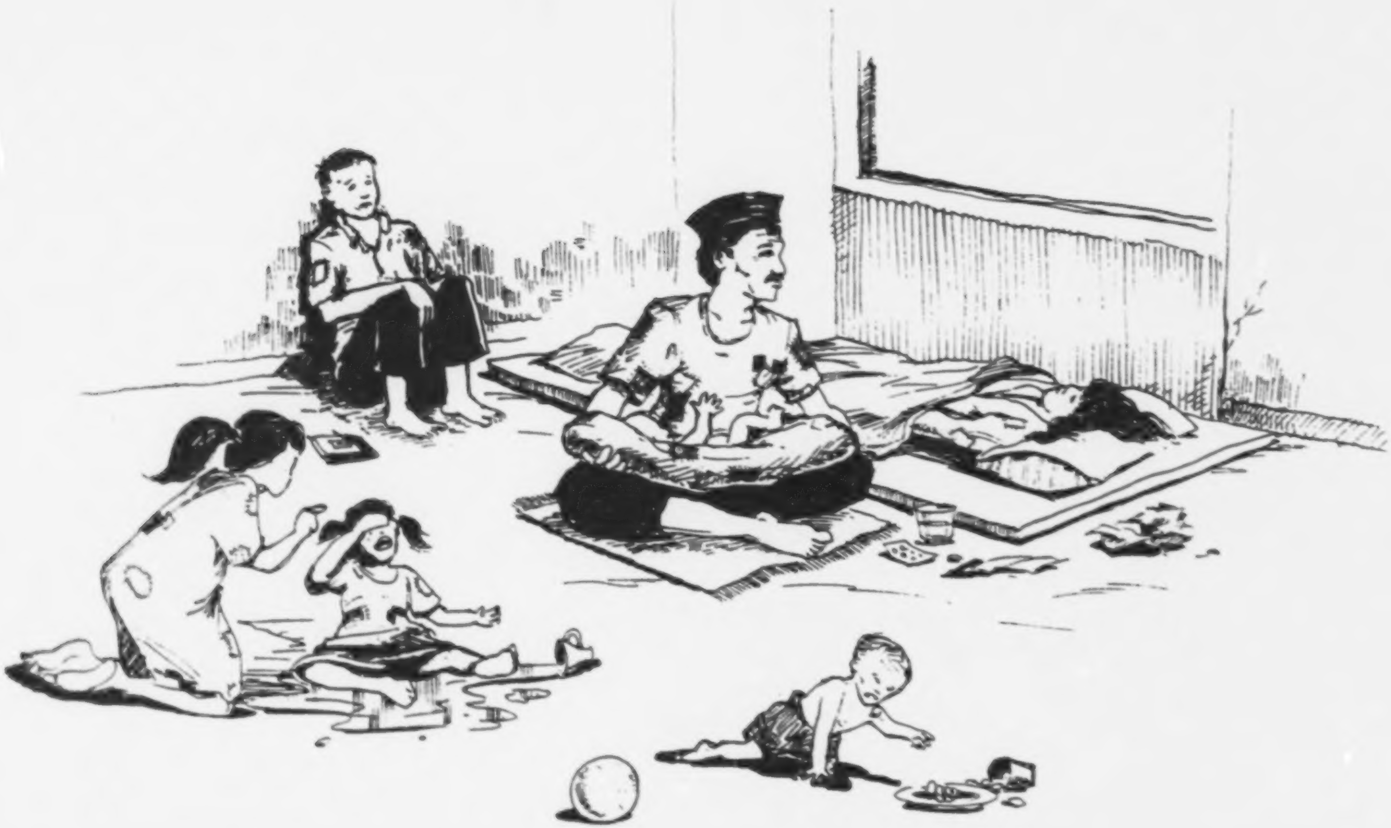




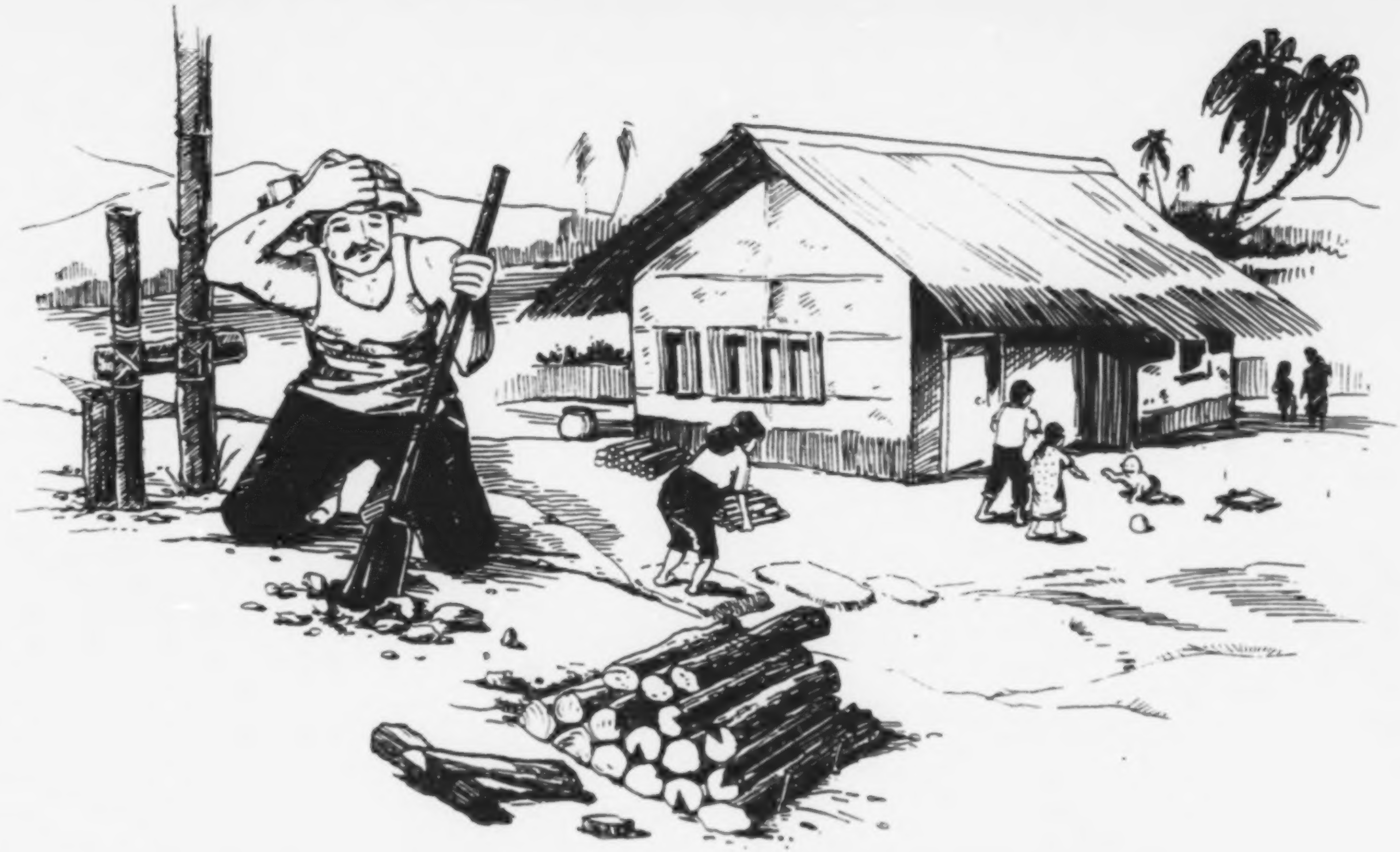
Planning for marriage is also planning for a family. It is good to plan your family. To which group do you belong ? What is the right age at marriage?



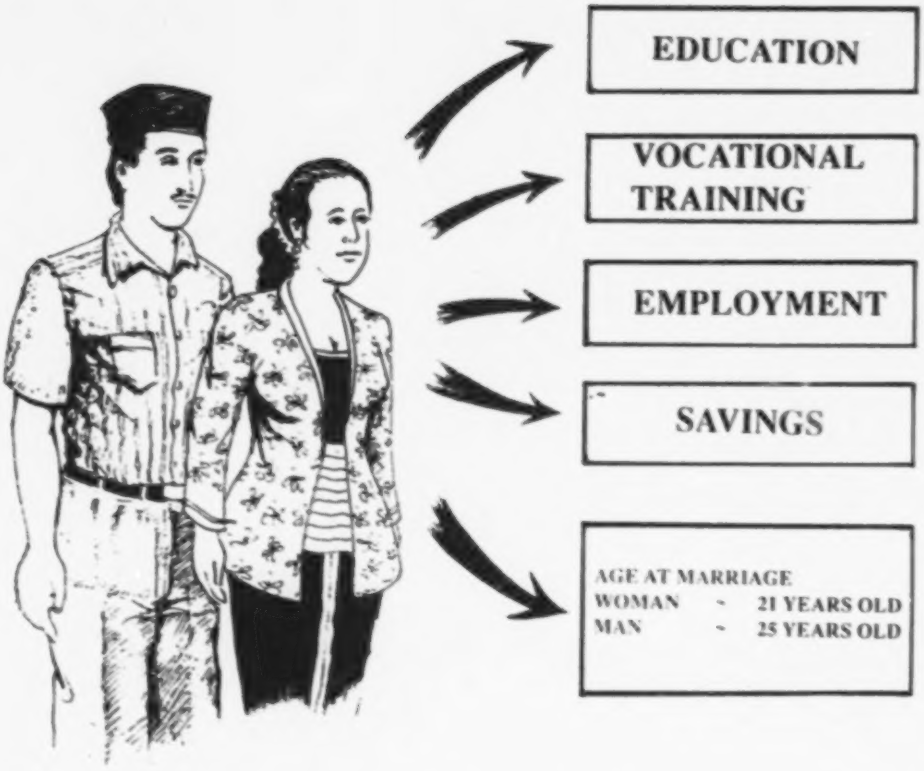
Why do they have so many children ?
Why are the children not healthy ?
Why are both father and mother unhappy ?
They married too early.



The parents cannot send all their children to school. They do not have enough food to eat. The wife is sickly and weak. The husband has no money to buy medicine. The children are hungry.
How can they solve these problems ?



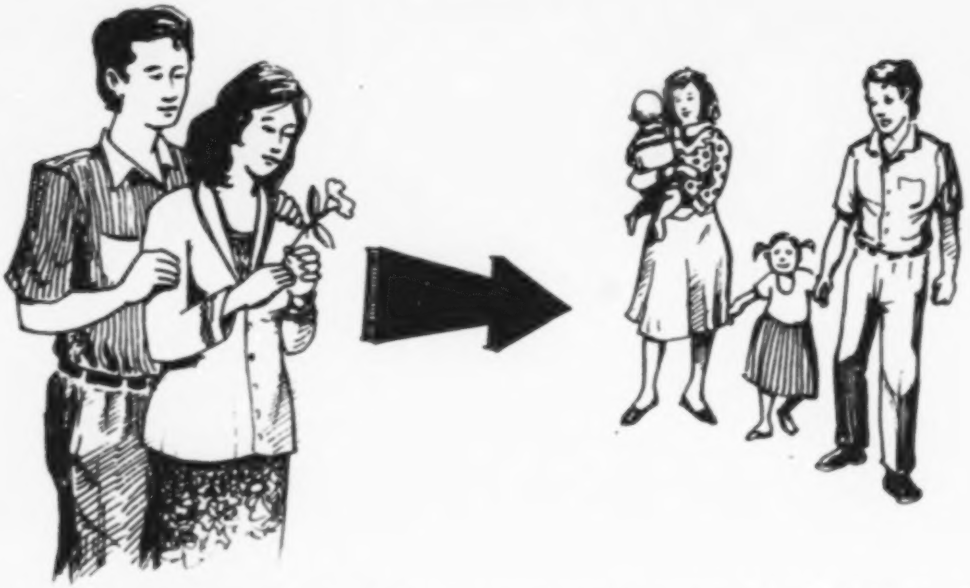
Marrying too young brings many problems. Parents who married very young are likely to have many children. They also age fast. This is because they have to work hard and long to take care of their children's needs.
They have no time to look after themselves.
How can they solve these problems ?


EDUCATION
VOCATIONAL TRAINING
EMPLOYMENT
SAVINGS
AGE AT MARRIAGE
WOMAN - 21 YEARS OLD
MAN - 25 YEARS OLD

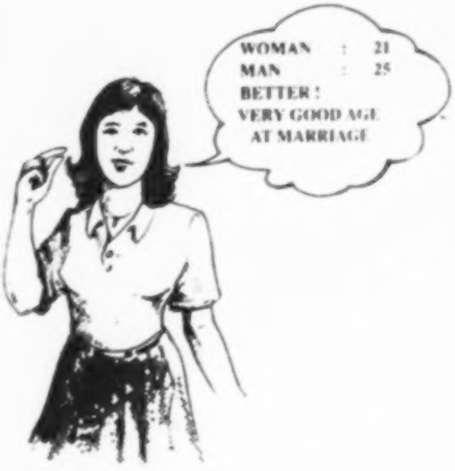
Think ! Are you ready for marriage ?

Readiness for marriage covers the following topics:

- Education
- Vocational training
- Savings
- Knowledge for child care
- Right age at marriage for women and for men
- Physical health in relation to bearing children



This couple was married when the woman was 21 years old and the man 25. They have two children. They are a healthy and happy family. "Marry at the right age and at the proper time. Your family will be healthy and happy, too".



Have you made the right decision about your age at marriage ?
Remember the right age for women is 21 years and for men, 25. Are you ready for married life ?
If you are sure, go ahead ! Good luck ! I wish you to be happy and healthy and to have a small family.

PART TWO

Exemplar Teaching/ Learning Materials *

The group used the New Participatory Method (N.P. Method) in the needs assessment of the community, a Muslim community near Islamabad. The group was divided into six sub-groups, to cover the following core messages during the data gathering exercise.

Each sub-group systematically identified the strategies, techniques and instruments to be used to collect the data for developing materials on selected core messages within the socio-cultural and economic context of the community.

Objectives of the survey:

To gather data needed for a needs-analysis exercise for the planning and development of population education learning materials for out-of-school learners.

Methodology:

Interview and observation as suggested by the New Participatory Method, were undertaken. Each sub-group visited at least three houses, assisted by a Pakistani member to facilitate translation. Demographic and socio-economic profiles of the families visited were prepared. Data were gathered on the knowledge and attitudes of the people towards population education core messages. Each sub-group covered two messages.

Small family size for family welfare

The right age at marriage

Responsible parenthood

Population and development

Re-oriented population-related beliefs and values

*** Pakistan**

Enhancement of the status of women

The survey sample consisted of 27 families.

Demographic Profile

Average size of family : 7

IMR : High. Most children suffer from malaria, dysentery and high fever.

Child spacing : Concept known only to a few men. Even then, the concept was not acceptable to them as they believe that a child is a gift from God.

Age at Marriage : Early marriage at an average age of 15 was prevalent.

Socio-Economic Status

Only the men earned money, with the majority working as daily-wage earners as drivers, barbers, newspaper-vendors, and peons at the Presidential Palace. The women were not engaged in any income-generating activity. Apart from doing basic household chores, they remained idle. The income earned by the husbands was comparatively low and could not provide for the food, education, and health care of the family. An average family income of Rs 1,200 to 3,000 is spent as follows: food (60%), health care (35%), and education (5%). Meat was served only twice a week or less frequently.

Most of the women were illiterate. However, the children attended the village school. Only male children were sent to Islamabad for further education. Since the local school offered education up to grade 5 only, young girls terminated their schooling at this level.

There were no drainage system or latrines in the village. Water is available from a tap at a distance and is brought to the village in containers. Cooking and washing of utensils as well as clothes were done in an open area. A stove was available in almost every household for use during rainy days. Knowledge about immunisation existed but the children had not been immunised due to lack of facilities. However, the people were not aware of immunisation for pregnant women. Health and family planning services were not available and the people had to go to the nearest hospital when necessary.

Knowledge/Attitude Towards Population Education Core Messages

Small Family Size for Family Welfare

Some respondents were aware of family planning and the disadvantages of having large families. However, none of them had used any family planning method. They believed in a strong religious value that children are gifts from God. The women were not allowed by their husbands to use any form of contraception, fearing that it may affect their health. It is also against their religious beliefs. The respondents favoured having a small family, but they believed that this matter was purely in God's hands. Sons were preferred to daughters, with two to three sons per family being an ideal as they can look after the parents in old age. There were many misconceptions about male sterilisation.

Right Age at Marriage

The tendency towards early marriage is explained by the following reasons:

1. It is a tradition that girls are sent to their parents-in-law as early as possible, as their right place is perceived to be the husbands' home.
2. Girls who remain in the house unmarried may bring dishonour to the family.

Despite all these reasons, the young girls interviewed (12-14 years) did not approve of early marriage as they wanted to avoid having many children.

Responsible Parenthood

The respondents did not have any conscious knowledge of the importance of a balanced diet and of the needs of children to ensure their proper growth.

They did not believe in sending their daughters for further education outside the village. Priority in terms of food, clothing, medicine and education was given to the sons. The husbands believed that bringing up the children was the responsibility of their wives, leaving themselves with the role of provider. Clear distinction was evident between the production and reproductive roles assigned to men and women, respectively.

Population and Development

The respondents had a fatalistic view of life, believing strongly that whatever befell them was the act of God. There was no awareness of the problems of rapid population growth and the increased demands on available resources. A strong feeling existed that if living conditions became too difficult, the family could move elsewhere. The women were aware of the problems arising from the insufficiency of incomes to meet the needs of individual families. However, they were not aware of how they can solve these problems.

Re-oriented Population-Related Beliefs and Values

- The respondents accepted the practice of arranged marriages.
- They wanted as many as four children.
- They did not think that unmarried women could be happy and could lead a respectable life. The few who wanted to remain unmarried found the pressure for them to get married strong.
- Breastfeeding was believed to be good, as it promoted the health of both mother and child, while also encouraging child spacing. Breastfeeding mothers were encouraged to eat more than usual.

- The respondents believed that the elders are an asset to the family and the society.
- They also believed that while they themselves were illiterate, their children should go to school.
- The respondents knew that some old traditions negatively affected the health of mothers, but in the absence of health and family planning services and facilities, little could be done to promote good health.

Enhancement of the Status of Women:

The women believed that traditions negatively affected their status (including the practice of early marriage, large family size, etc). However, their strong religious beliefs constrain them from doing anything about their situation, especially in the absence of population education and family planning services in the village.

The men believed that women did not need education beyond what was available in the village school, and that they did not have the right to marry according to their choice, to limit the number of children to seek employment, and to participate in decision-making in community affairs.

Everyone agreed that women needed access to basic education and basic health information and services.

It was also felt that strong government support was necessary for the health and education of the community.

Analysis of Data

The New Participatory Method (N.P. Method) was adopted by the group to identify key issues relating to population education in a Muslim community. The following steps were observed:

a. Each participant listed on strips of paper 10 or more issues that he/she felt were significant.

b. Group 0 was divided into 2 sub-groups, which then categorised the issues on a data map. Categorisation was done as a group activity. The participants read out the issues they listed.

c. The categories were then classified into subjects.

d. Group 0 as a whole identified the largest issues.

e. The following issues identified by the group members were placed under six main categories, as follows:

1) Social and cultural values, beliefs and taboos (45)
2) Lack of access to information and education (43)
3) Lack of health, sanitation and family planning services (27)
4) Family size, child spacing (17)
5) Income and employment (11)
6) Lack of community support and participation (3)

1) Social and cultural values, belief and taboos

- Girls should get married early because the right place for them is their in-law's house.
- The people's fatalistic attitude towards life does not motivate them to do any long-term planning.
- Two to three sons per family is ideal because the sons will look after their parents.
- Girls need not be sent outside the village for their education.
- Mothers need not give sex-related advice to their unmarried children.
- Sons are more valuable than daughters.
- Young men do not openly admit the qualities they want in their future wives.
- Mothers want to have educated daughters-in-law, even if their sons are uneducated.
- Mothers who have no sons will have no one to take care of them, as their daughters, once married, have no obligations/responsibilities towards them.
- As a reason for preferring sons to daughters, the community cited the tradition that sons provide security to the family when the parents become old.
- The men are not responsible for looking after their children, this being considered the mothers' role.
- If family planning discussions take into account cultural sensitivities, many will understand its importance.
- The desire of parents to have a male child is a cause for more births in a family.
- Family planning practices cannot be adopted because they are against God's will.

- Religious beliefs and traditions play an important part in determining the fertility patterns of women in Muslim communities.
- The birth of a child is a gift from God and people cannot do anything to prevent it.
- A wrong use of religion is when couples use it to hide their unrealistic attitudes towards life, as for example, if they do not want to disclose whether they are using family planning methods, or not.
- Births and deaths are determined by Allah.
- The concept that man has to be the provider is very strong. Even in large families, the expectation is that the son will work and provide for the family members.
- Higher education of women is not considered necessary.
- The status of women is very low.
- Unmarried women can be happy but they are not allowed to be so.
- Girls have no choice as to who their partners will be.
- Males and females are not equal in the family.
- There are no recreational facilities for women.
- There is a general feeling that Allah controls man's destiny.
- Early marriage is quite popular although the proper age for marriage is recognised.
- The average age at marriage for females is 15 years.
- The early marriage of girls contributes to population increases.
- Minor family disputes can arise from early marriage.
- Early marriage is considered harmful for girls.
- Delayed marriage of females is not considered socially good.
- There is a strong social value that early marriage is good for protecting the parents' honour.
- Parents would like to marry their daughters at a young age because of social and religious beliefs.
- Decision-making about marriage is traditionally taken by the parents.
- Daughters can look after their parents better than the sons can.
- Doubts and misconceptions about family planning is common.
- The elders are useful to the family as well as the society.

2) *Lack of access to information and education*

- Uneducated fathers are not receptive to population education.
- Illiterate mothers have little knowledge about population education.
- Parents are responsible for the development of their children.
- Disagreeing parents affect the development of their children negatively.
- The responsibility of parents towards their children is confined to food and clothing only.
- Illiterate mothers are less receptive to family planning.
- The community does not have a deep knowledge of FP methods.
- Community members especially females, are not allowed to participate in recreational programmes that are against traditions.
- Women have no voice in deciding the number of children.
- Family planning methods cannot be adopted without the consent of the husbands.
- Early marriage is good from an economic point of view.
- Women are not involved in productive activities.
- The women in the community need to be educated about artificial contraception.
- The women in the community are not aware of their rights under Islamic Law.
- The women have no opportunity to apply their mental prowness in important issues.
- There is a need for women's programmes to make them aware of their role in ensuring their health and in limiting the size of their family.
- Girls usually get married at the age of 16 years, and thus experience long child bearing periods.
- Young girls consult married friends about family planning, instead of asking their family members.
- Women have no knowledge of or sensitivity to development issues.
- It is necessary for women to go to literacy school.
- Women are generally illiterate.
- Almost all women in the community are illiterate.
- Family planning is the parents' responsibility.

- Family planning services are not known to the community.
- People lack information about family planning methods.
- Villagers do not know how and where they can obtain contraceptives.
- The community is not aware that AIDS arises from irresponsible sexual behaviour.
- Students should be taught sex education at a very young age.
- Sex education should be taught to girls and boys before they get married.
- Husbands and wives should share the responsibility for family planning.
- Family planning is understood by some to mean the termination of pregnancy.
- Men are aware of population problems but do not know how to solve them.
- Family planning should not be practised because it may harm the health of women.
- Family planning methods are not known to the female members of the community.
- Men are aware of family planning programmes but only superficially.
- Child spacing is not practised in the community and its importance to the health of mother and child is not understood.
- Everyone, especially men, should have some knowledge of reproduction and contraception.
- Teachers at girls' schools should be trained to provide population education.
- Health extension workers can motivate the community to practise child spacing.
- Population education is the order of the day.
- Population education is good for the family.
- Education for all is the key to an improved quality of life.

3) Lack of health, sanitation and family planning services

- Women should be taught basic health habits, including how they take care of themselves and their children, particularly babies.

- As there is no health service in the village, the people have to go to the nearest hospital. However, they don't want to go there because of the high cost and the large crowd of people.
- There is no family planning service in or near the village.
- People rely on the government to provide for their welfare, although they have many complaints against it.
- More primary schools should be built.
- Many families do not have access to family planning services.
- The community has a serious problem about garbage. However, the people do not even discuss cleaning up the village.
- Many people suffer from malaria and water-borne diseases.
- Sanitation is poor. There are no toilet facilities and drainage systems.
- The village has a lot of potential to become cleaner and more organised.
- The insufficient provision of health and family planning services contributes to the villagers' ignorance.
- A dispensary should be provided.
- There is no proper management of water supply.
- The infant mortality rate is high.
- Pollution is partly caused by the burning of wood.
- There is no system to dispose of domestic waste and wastewater.
- As the settlement is not well planned the streets are dirty.
- Health service must be improved and made available.
- Malaria is endemic because of the unhygienic environment.
- Health facilities are not sufficient.
- Breastfeeding is good for the health of mother and child.
- The usefulness of breastfeeding is not felt by the mother.
- The supply of clean drinking water can improve health conditions.
- The concept of a balanced diet is not clear to the people.
- Women who know about family planning are afraid of excessive bleeding reportedly experienced by some women who have used the IUD.
- Some men believe that a doctor or a nurse is the best person to advise on family planning.

4) *Family size, child spacing*

- Reasonable family size.
- Most of the families have 4 to 7 children.
- Family size is not planned by the villagers; it happens as the will of God.
- A happy family is a family with many children.
- Poverty limits children's access to education.
- People do not know the link between birth spacing and child mortality.
- Family size in the community is usually large, that is more than 5 to 6 children.
- If family size is too large, future births should be controlled.
- The idea that a large family size deprives the children of good living conditions, food and education is not well appreciated.
- Women would like to have as many children as possible.
- A large family has an average of 5 to 6 children.
- Child spacing is not observed in the village.

5) *Lack of income and employment*

- The inter-relationship between population growth and the quality of life is not recognised by the villagers.
- Rapid population growth affects the socio-economic status of a family, particularly in the developing countries.
- Rapid population growth has negative effects on employment and the educational development of the individual as well as the society.
- Employment can improve the living conditions of the people.
- Low income is a reason for a high birth rate.
- Low income gives rise to illiteracy.
- Employment opportunities are scarce.
- Very few people in the community earn, the majority of family members being dependents.
- The villagers have no opportunity for employment.
- Most of the villagers earn little.
- Unemployment and underemployment cause many socio-economic problems.

6) Lack of co-operation within the community

- Male members of the community complain of being cheated often by the politicians.
- The members of any community have a lot of conflicts related to religion and politics, thus discouraging co-operation in welfare programmes.
- Teachers in girls' schools are poorly paid and the community does not contribute to provide some basic needs.

Title : **Re-oriented Population-related Social Values**

Theme : Right age at marriage

Target Audience : Out-of-school youth and adults.

Objectives :

1. To make the target audience realise that girls who marry early adversely affect their health and that of their children.
2. To stress the fact that certain customs and traditions may cause misery and problems for those who observe them.

Messages :

1. Early marriage affects the health of mother and child.
2. Young mothers are not mentally prepared for the consequences of frequent pregnancies.

Format : Puppet show supplemented by a question and answer session and discussions.

Guide For Facilitators:

Use the puppet show as a pre-literacy material for out-of-school youth and adults. Aim to make the target audience realise that early marriage has an adverse effect on the health of both mother and child. Explain to the target audience that certain customs and traditions should not be followed blindly.

Supplement the material with a set of comprehension questions to elicit the opinions of the target audience. Modify the content and the suggested questions to suit the needs and situations prevailing in the area where the material is to be used.

PUPPET SHOW: WHAT'S THE HURRY ?

Characters : Ahmed Khalid, storyteller
Mohammad Hussain, father
Zafirah Hussain, mother
Teacher at the literacy centre

Setting : The house of Muhammad Hussain

SCENE 1

Storyteller : *Assalamalaikum! This morning we are going to present a puppet show about what is happening around in our neighbourhood. First, let me introduce the characters in our story. May I call on Mr. Mohammad Hussain, the father, Mrs. Zafirah Hussain, the mother the teacher at the literacy centre and, of course, yours truly, Ahmed Khalid, the storyteller. Please listen and watch carefully because we will ask you some questions after the show. Our characters will introduce themselves now.*

Mohammad Hussain : *Assalamalaikum!*
I am Mohammad Hussain, the father of eight children – five girls and three boys. As you can see I have a big problem.

Mrs. Zafirah Hussain: *I am the mother and I look after our household. I have just arrived from a literacy class at the centre. I learned many things.*

Teacher : *I am the teacher of the literacy class. I teach out-of-school youth and adults how to read and write and observe basic cleanliness. At the start, very few came to study at the centre. Now, more and more realise the importance of being educated.*

Storyteller : *Now, we are ready to start our play. We can see Mohammad Hussain walking around and thinking about his family.*

SCENE 2

Mohammad Hussain : *I have eight children – five daughters and three sons. My eldest daughter's future is secured now. I have just arranged her marriage with a son of my friend from the town. I'm so happy for her. I want to share this happy news with my wife. Hello ! Where are you ? I have good news for you. (He shouts aloud).*

Mrs. Zafirah Hussain: *I'm here ! What happened ? What's the matter ? Why are you shouting at the top of your voice ?*

Mohammad Hussain : I just came from the town. I have arranged Fatima's marriage with Jamil, the son of my friend, Karim. Jamil will be a good husband. He is a taxi driver.

Mrs. Zafirah Hussain: But don't you think Fatimah is still very young ? She still plays a lot with her younger sisters. Besides, the literacy teacher says girls should not get married at a young age.

Mohammad Hussain : Why not, may I ask ?

Mrs. Zafirah Hussain: Well, young girls still have tender bodies and may not be able to bear the difficulties of pregnancy. Their babies may be affected as a result. The teacher also told us that girls of Fatimah's age are not mentally prepared for motherhood.

Mohammad Hussain : I am surprised at your thinking. Remember, it is our responsibility to marry off our daughters. We have four more daughters and if we don't start now, how can we manage the rest ?

Mrs. Zafirah Hussain: Would you give this matter a serious thought ? Fatimah would like to go to a school outside the village to further her education.

Mohammad Hussain : Enough of this now ! Don't forget that a girl's place is in her in-law's house. Now, why are you arguing so much ? Remember how old you were when you got married ?

Mrs. Zafirah Hussain: No, I can't. But I remember that both of us were very young.

Mohammad Hussain : I remember that you couldn't even dress by yourself. My mother used to help you. Once mother asked you to prepare "chapati" and you hid under the bed because you didn't know how.

Mrs. Zafirah Hussain: Yes, and as I hid under the bed, insects bit me.

Mohammad Hussain : Yes, and you started shouting, hopping and crying all at the same time.

Mrs. Zafirah Hussain: Please, stop it now (laughing loudly). I am ashamed of what the children will say when they hear and see us.

Mohammad Hussain : It is settled then. We should follow our tradition. Fatimah's wedding is set. No more arguments.

SCENE 3 – Eight months later

Teacher : Good Morning !

Mrs. Zafirah Hussain: Oh, good morning, Madam. Please, be seated. (Teacher enters) What can I do for you ?

Teacher : I decided to come because you've not attended our literacy class for three days. What's the matter ?

Mrs. Zafirah Hussain: Well, I've been worrying a lot. Fatimah, my young daughter who got married is expecting to give birth anytime now. My husband has gone to Fatimah's in-law's house to know more about her condition. They said she's having a difficult time and is very weak because of labour pains. I am praying that with God's grace everything will go well with her.

Teacher : Well, let's hope for the best. I just think that you should not have allowed Fatimah's marriage. Personally, I think she is still quite unprepared for it. Don't you know that the minimum age for marriage is 16 years for girls, according to government regulations ?

Mrs. Zafirah Hussain: I couldn't do anything. I tried arguing with her father but it was all in vain. He said that we should abide by our traditions and customs.

Teacher : Oh, no ! Girls need to be better educated. They should be aware of their responsibilities as potential parents and should know how to care for themselves and their children.

Mrs. Zafirah Hussain: I can't think clearly now. I'm so worried about my daughter. Wait, I think her father is coming now. (Mohammad Hussain enters).

Mrs. Zafirah Hussain: What happened ? Is Fatimah all right ? Has she given birth ? Why are you crying ?

Mohammad Hussain : Wait, let me rest first. (He wipes his eyes). Fatimah had difficulty in giving birth. She had severe labour pains and lost a lot of blood. They had to bring her to a hospital. She gave birth after several days of labour pains. She nearly died. The doctor said that her young body could barely cope with the difficulties of child birth. I am so sorry for her. It is all my fault. I wish I had listened to you.

Teacher : Don't get so upset. Fatimah is now out of danger. We should be careful in following our customs and traditions, as not all of them should be followed blindly.

Mohammad Hussain : Yes, I agree with you. I would not want my other daughters to suffer the same fate as Fatimah. They still have a lot to learn before they get married.

Teacher : That's right. I'm glad you've realised your mistake.

Storyteller : This ends our show. Did you get the message of our presentation ?

Comprehension Questions

1. Who were the characters in the story ?
2. Why was the father happy at the start of the story ?
3. Did the wife agree with her husband's decision ?
4. Where did the wife get the idea that young girls should not marry early ?
5. What reasons did the mother give for not wanting her young daughter to marry early ?
6. Is her opinion correct ?
7. What were the father's reasons for marrying off his daughter ?
8. What were some of the wife's funny experiences when she was newly-married ?
9. What happened to Fatimah when she gave birth ?
10. Why did it happen ?
11. How did the father react to what happened to Fatimah ?
12. What might happen to young girls who get married young ?
13. Do you think it is good for young girls to marry early ?
14. What in your opinion is the appropriate age for girls to marry ?
15. What is the legally prescribed age at marriage in your country ?

EVALUATION INSTRUMENT

Interview Schedule

Respondent's Name

Age ______ **Civil Status** ____________________

Highest Educational Attainment ____________ **Occupation** ______________

QUESTIONS:

1. Do you like the puppet show you have just seen ?

   __________ Yes __________ No

2. Why ?______________ Why Not ?______________________________

   ____

3. What is the message of the presentation ?

   ____

   ____

4. What important lessons did you learn from this presentation ?

   a. Girls should respect their parent's decisions because these are for their own good.

   b. Young girls should not marry early because they are physically and emotionally immature.

   c. Fathers should fix the marriages of their children.

   d. Husbands should involve their wives in decision-making.

5. Were there expressions or words used in the presentation that you did not understand ?

   __________ Yes __________ No

   If yes, what are they ?

   ____

   ____

6. Is the message of the puppet show acceptable to the target audience ?

   __________ Yes __________ No

   If yes, why ? ______ If not, why not ?___________________________

   ____

   ____

7. Is the situation in the story the same as what is happening in real life ?

   ____________ Yes ______________ No

   Why ?_______ Why not ? ____

   ____

   ____

8. What is your opinion about early marriage for girls ?

   ____

   ____

   ____

9. Should the authorities organise shows of a similar theme ?

   ____________ Yes ______________ No

   Why ?_______ Why not ?____

   ____

   ____

Specific Objectives : Inspite of the elders' bias, it must be stressed that the education of girls is as important as that of boys.

Title : **Fatima – A Brave Girl**

Target audience : Illiterates/Literates

Theme : Re-orientation of Social values.

Core message : To raise the status of women, sons and daughters should be treated equally.

Objective(s) :

a. To develop an understanding that both males and females contribute to the well being and security of the family.

b. Specific objectives:

The target group will be able to

  i. Identify the main characters in the story.
  ii. State the reason for Akram's sadness over the birth of Fatima.
  iii. Identify the key person instrumental in ensuring Fatima's education.
  iv. State how Fatima was able to find employment.
  v. State how Fatima helped her sisters to earn money.
  vi. State the message of the story: Girls as well as boys can help their parents by completing their education and finding employment.

Contents :

1. Existing beliefs and practices favour male children over female children.
2. The need to educate both male and female children.
3. All members of a family should participate in the family's socio-economic activities.
4. Women leaders in the community should assist young women to obtain further education and acquire income-generating skills.
5. The female members of a family can also contribute to the security and well-being of the family.

Format : a. Booklet carrying 10 pictures and text and not exceeding 15 pages.

b. With literate groups, questions are asked while the story is being narrated, and with post literates, after story has been read.

- i. Why did everyone look worried ?
- ii. Why was Akram so sad ?
- iii. Who spoke to the parents about providing an education for Fatima ?
- iv. Did Fatima go to school ?
- v. Who helped Fatima find work and earn money ?
- vi. What did she do ?
- vii. How did Fatima help her sisters ?
- viii. Who was the main character in the story ?
- ix. Were Fatima and her sisters able to help their parents ?
- x. Has this happened in your family ?

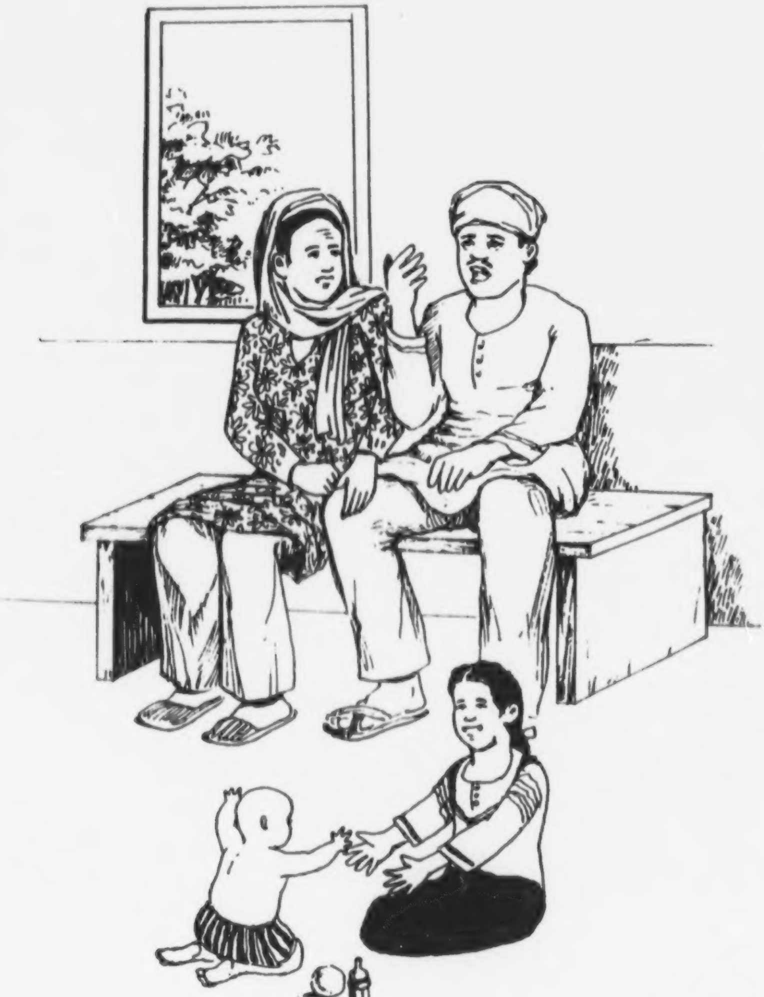
Guide for facilitators : i. For illiterate learners: tell the story and show the pictures to the audience. Ask them what they think is happening (participatory story telling). The storyteller should emphasise the potential role which a daughter, particularly an educated girl, can play to improve the well being of the family.

For post-literates : Give the booklet to men and women for them to read. Discussions should be held afterwards in small groups.

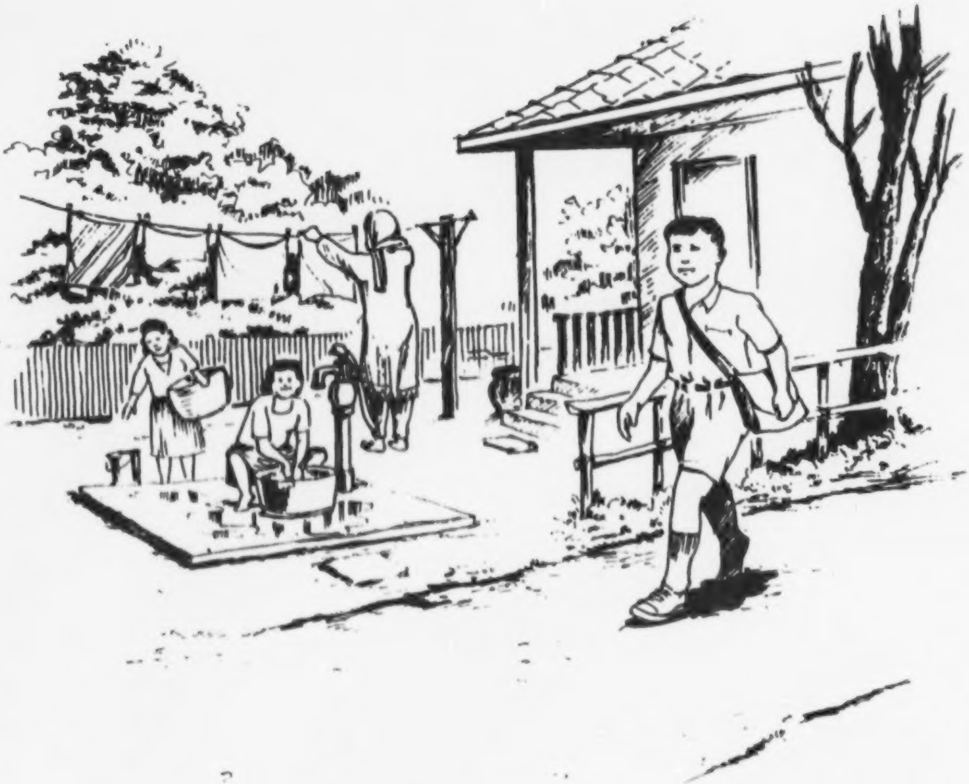
The Story : Fatima, A Brave Girl

It is the story of a family having more children for want of more sons. Fatima is a girl. She is being neglected as her parents care more for the health and education of her brother. Saima, the school teacher, arranges for the schooling of Fatima. After acquiring an education and learning skills, Fatima becomes an earning member of the family. She contributes more for the well being of the family than her brother does. The family is happy. A daughter has made their life happy. The parents and the community are now convinced that daughters can also be a source of prosperity and social security.

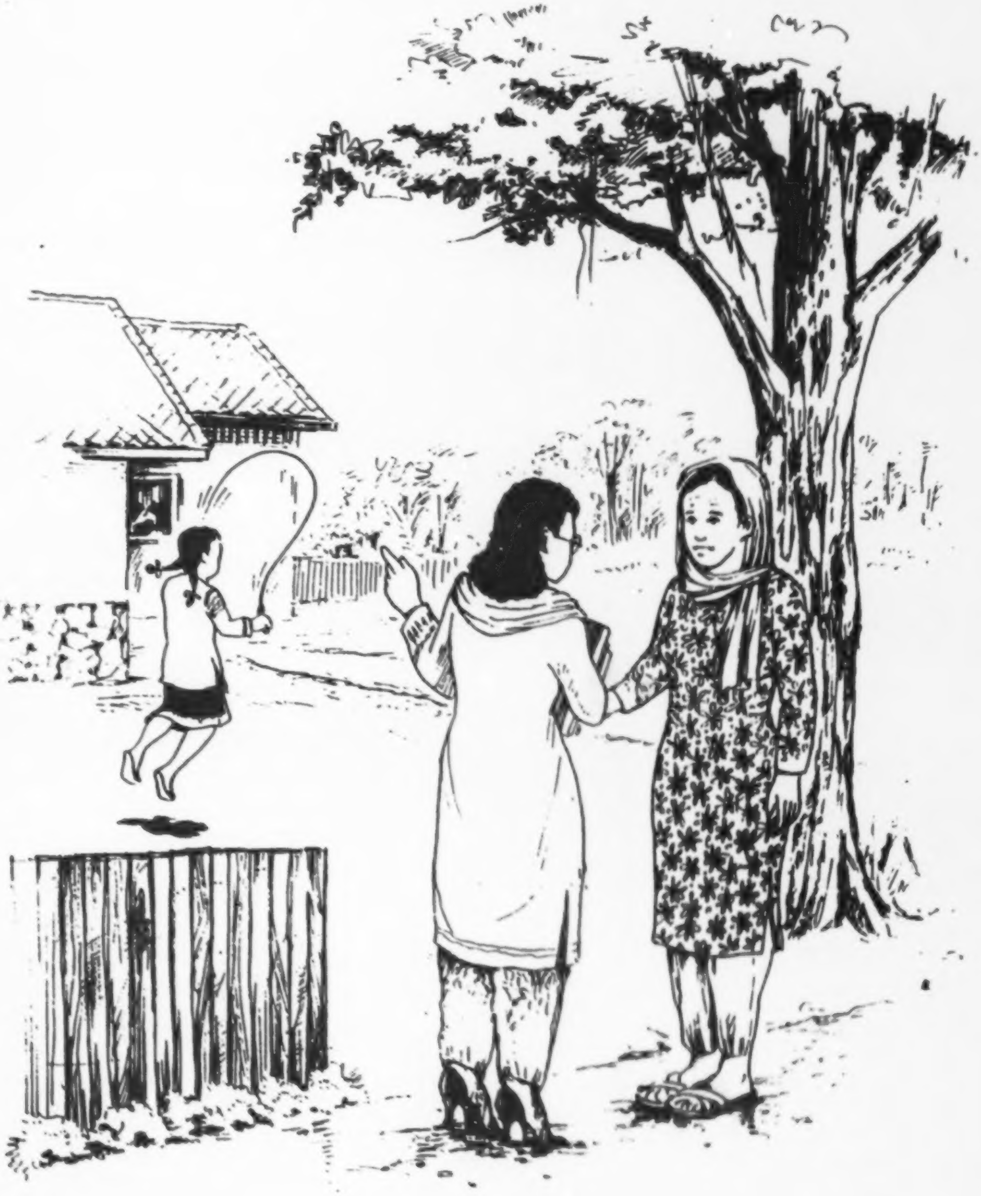
Text 1	*It is a girl again. Five daughters and only one son !*
Text 2	*Who will look after us in old age ? The parents are worried. They think that their only son, Hameed, is too young to help them.*
Text 3	*Hameed is still in school. Fatima is now grown-up. Her sisters have never been to school. Their parents think that it is no use to educate the girls. But Fatima wants to go to school. She wants to study and learn.*
Text 4	*Saima is a school teacher. She sees Fatima playing in the street. She wants her to be in school and suggests to her parents that she be sent to school. Saima is able to convince Fatima's parents.*
Text 5	*Fatima is admitted into the village school. She is very happy. She is learning new things, including matters about her country and religion.*
Text 6	*Hameed is now working, but his income is too small to feed the whole family. Fatima has passed matriculation. She wants to work. She wants to earn for the family. She wants to share the load. She consults her teacher, Saima.*
Text 7	*Saima advises Fatima to learn some skill. Fatima is learning sewing, knitting and embroidery at the welfare centre. She is learning to prepare useful and saleable items.*
Text 8	*Fatima has learned how to sew and knit. She is now working at home. She stitches clothes. Village women pay her. Other items which she has prepared are sold in the city. Fatima is earning. Her sisters have also started learning from her.*
Text 9	*The family is happy. All the five sisters are happy. Hameed is also happy. Now they have money to buy good food and good clothes. The daughters have made their home much better.*
Text 10	*Akram and Zabaida are happy. "Fatima and Aisha Nabila, Salma, Yasmeen are just like sons to us," they agree.*



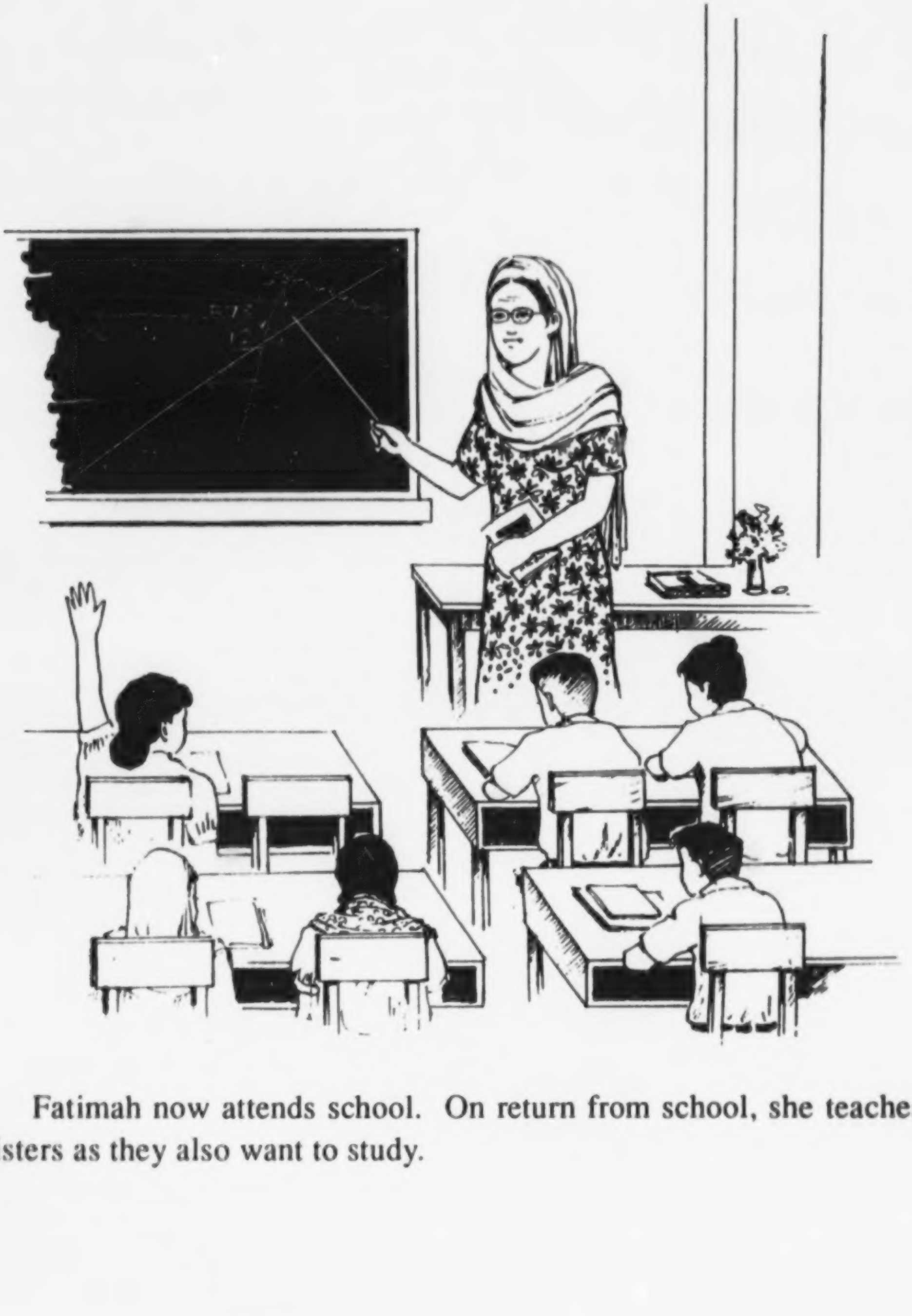
The child has been named, Fatimah. Her parents are worried about who will look after them in old age. Hameed, their only son, is still young.



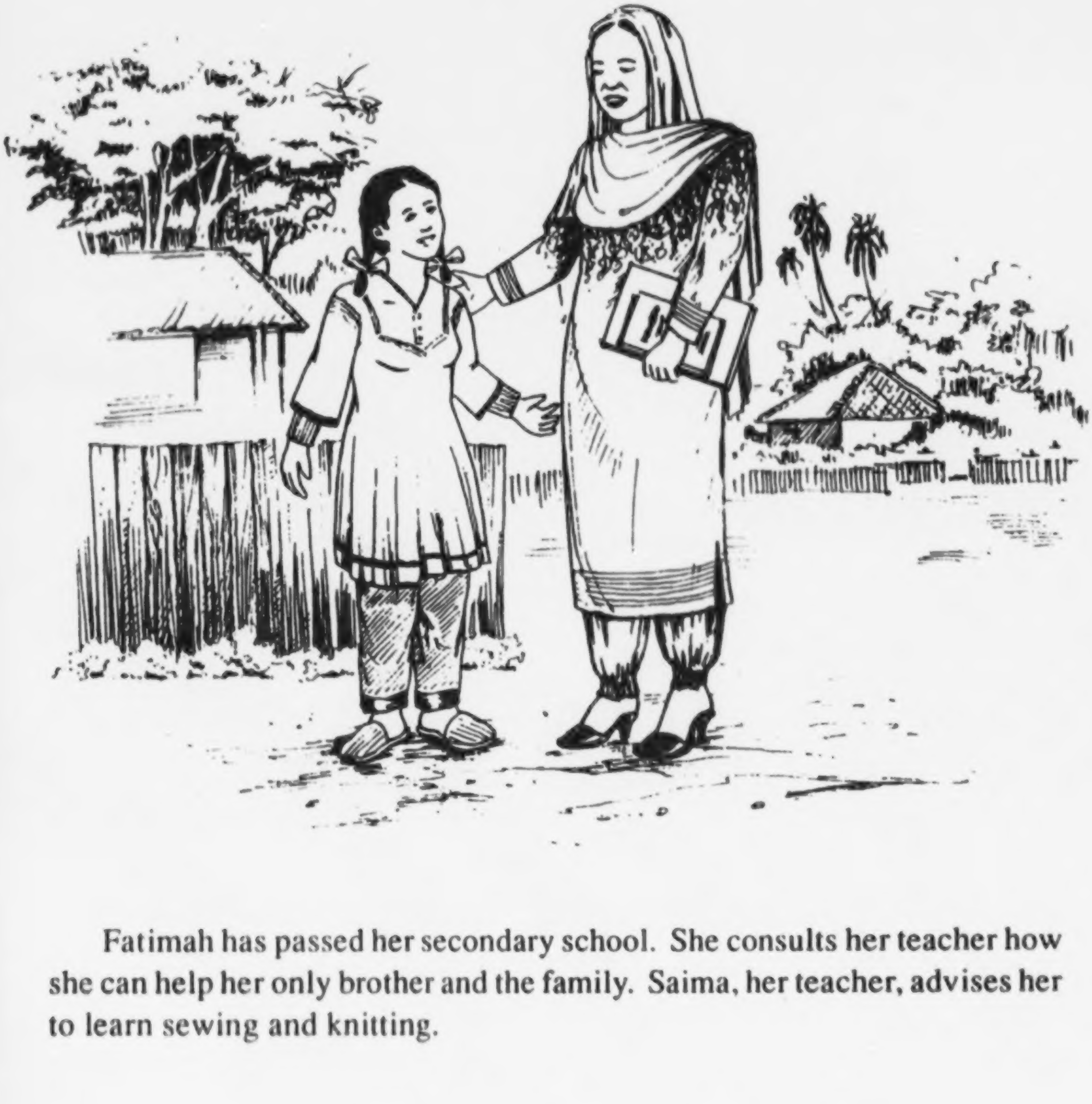
Hameed goes to school. Fatimah and her older sisters don't go to school.



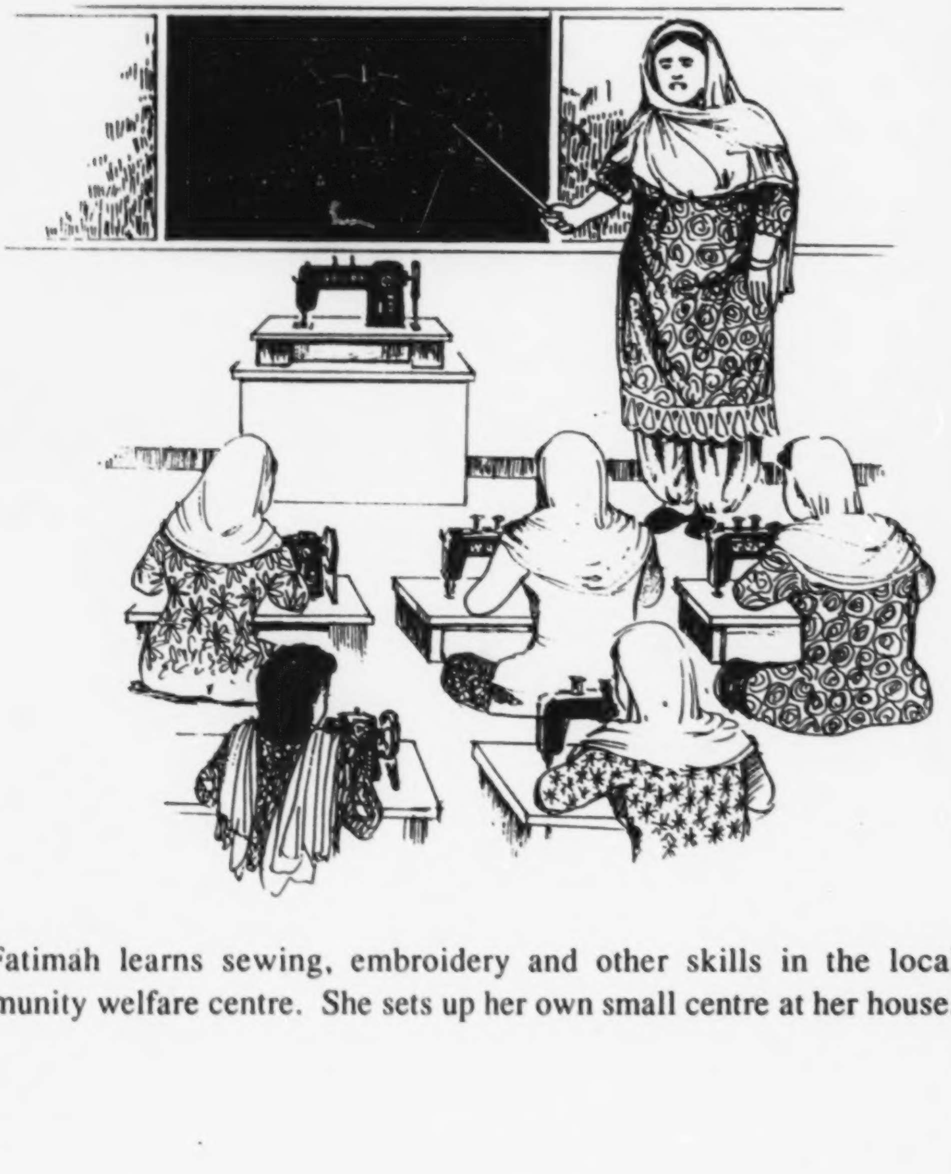
Fatimah just plays around. Saima, a school teacher, urges Fatimah's mother to send her to school.



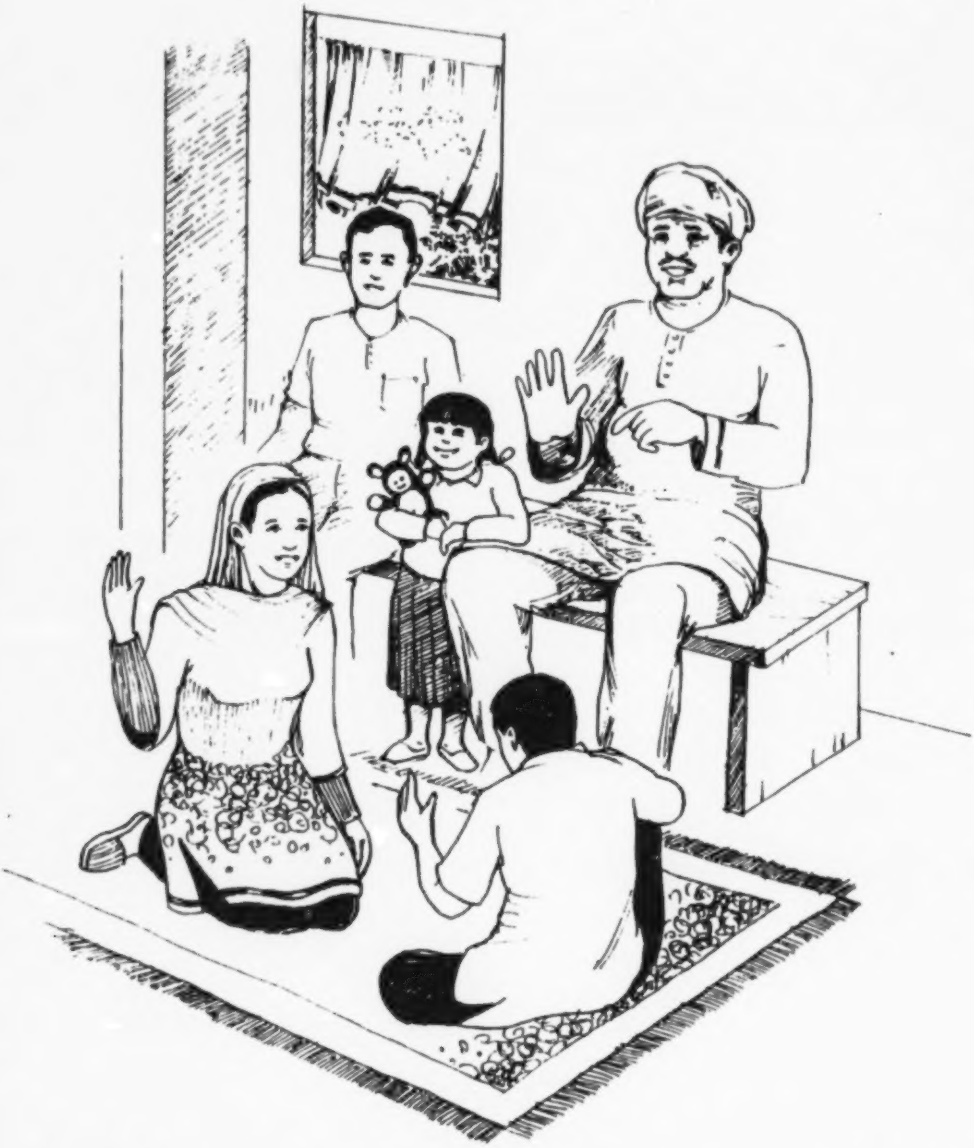
Fatimah now attends school. On return from school, she teaches her sisters as they also want to study.



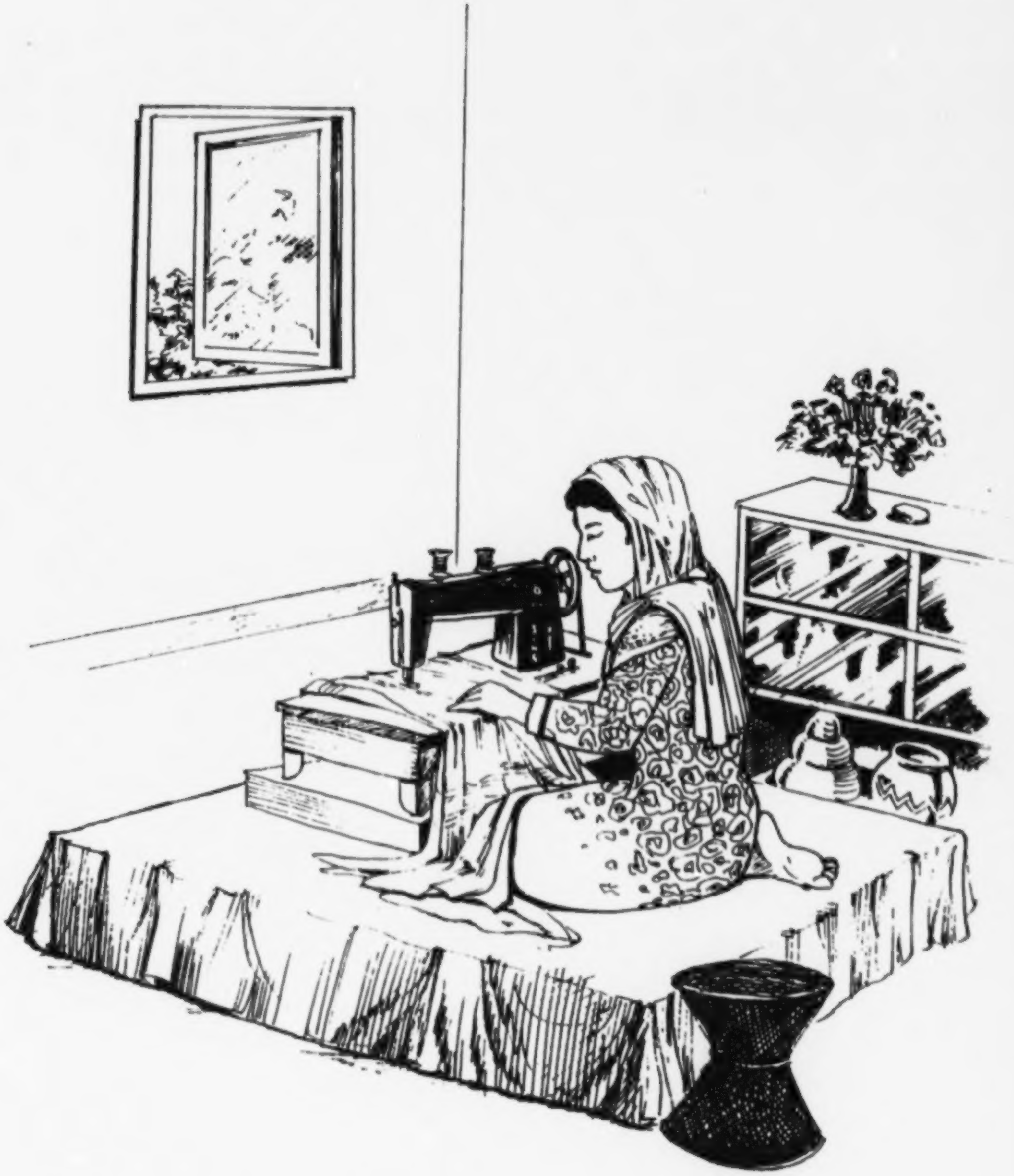
Fatimah has passed her secondary school. She consults her teacher how she can help her only brother and the family. Saima, her teacher, advises her to learn sewing and knitting.



Fatimah learns sewing, embroidery and other skills in the local community welfare centre. She sets up her own small centre at her house.



The entire family is happy over the great efforts of Fatima and her sisters. The father is happy that her education and productivity have greatly contributed to the family income and to the financial security of her parents.



Fatimah not only does sewing for the village people. Her embroidery is very much in demand in the nearby town. She also teaches skills to other girls of the community.